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ABSTRACT

This set of standards describes and defines characteristics of basic skills work in Britain. An introduction describes the structure of the standards. A chart displays the standards, phases, units, and elements. A glossary is provided. Following a format used in National Vocational Qualifications, the standards are based on an analysis of the functions of basic skills teaching. The key purpose of basic skills teaching is identified: to help individuals achieve their potential by developing and using the basic skills of literacy, numeracy, and language. Standards are broken down into phases, subdivided into units, elements, and performance criteria. Phases are the major components of the tutor's role. The first four phases reflect the cycle of learning: identify needs, design learning programs, provide learning opportunities, and evaluate learning. The fifth phase recognizes the importance of coordinating and organizing as essential support processes. An overview is provided for each phase. Units state what has to be done to achieve each phase. Elements, the building blocks of the units, state what has to be done to achieve each unit. Performance criteria define the minimum acceptable level of performance required. Standards also include range, context, and explanation of key terms used in the elements and performance criteria. Knowledge and understanding requirements are included at the end of each unit or group of units as applicable. (YLB)

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THE ALBSU STANDARDS FOR BASIC SKILLS TEACHERS

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The Basic Skills Agency
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THE ALBSU

STANDARDS

FOR BASIC SKILLS TEACHERS

MARCH 1992

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Acknowledgements

The Adult Literacy and Basic Skills Unit (ALBSU) is the national agency for adult literacy, numeracy and related basic skills in England and Wales. ALBSU is a Company Limited by Guarantee and a registered Charity. ALBSU is grant aided by the Department of Education and Science and the Welsh Office Education Department.

By Basic Skills, ALBSU means:

> *'the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general.'*

(In Wales basic skills includes the ability to read and write Welsh for people whose mother tongue is Welsh.)

We would like to acknowledge the contribution of the many people who have helped develop the ALBSU Standards particularly:

Noyona Chanda
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Miriam Sampson
Audrey Stewart
Judy Vaughan

Development work on the ALBSU Standards was undertaken by:

Cambridge Training and Development Ltd,
43 Clifton Road, Cambridge CB1 4FB.

Although the term 'teacher' has been used throughout, the ALBSU Standards are intended for anyone teaching basic skills including trainers working in vocationally and occupationally related basic skills training and volunteers and paid staff in basic education and ESOL (English for Speakers of Other Languages).

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The Development of the Standards

ALBSU has been sponsoring and supporting initiatives in staff training and accreditation since 1983. From the beginning we decided to take a competence based approach in which work experience, projects and the accreditation of prior learning were an integral part of the accreditation framework. The ALBSU/City and Guilds Certificate in Teaching Basic Communication Skills (9281) was the result of five years of development work and represented a significant step forward in gaining professional recognition for basic skills work. We knew, however, that changes in accreditation meant that we would need to update the Certificate and develop overarching standards.

Our involvement in competence based accreditation came at a time of considerable change in basic skills work. The development of vocationally related basic skills training funded by the new Training and Enterprise Councils (TECs), the growing interest in basic skills in industry and the increasing involvement of people in the mainstream further education sector meant that accreditation was never more essential and that clear standards needed to be developed. We strongly felt that basic skills accreditation for staff should:

- be competence-based
- link to other related awards and curricula
- be relevant to a wide range of professional groups including FE teachers, trainers working in TEC funded programmes, and industrial trainers.

To meet these criteria we have identified a set of standards – 'The ALBSU Standards for Basic Skills Teachers' – which describe and define the characteristics of basic skills work. To avoid duplication of effort, we decided that the developing standards emerging from the Training and Development Lead Body should be used as a basis for the work, although they needed some modification to fit the needs of practitioners in what is still largely an education-based service.

In developing the Standards, material from several sources and knowledge from the field was combined. The main sources were:

- the existing ALBSU/City & Guilds Certificate 9281
- City & Guilds 7307 and 9282/3
- TDLD draft standards
- MCI standards

These were mapped and reviewed against specifications by an ALBSU advisory group.

Specialism

Traditionally there has been a tendency to focus on each basic skills specialism (literacy, numeracy, ESOL) in isolation from the others. In developing the ALBSU Standards, we have tried to identify what is specific to different areas of teaching and what is generic.

All teachers and trainers must demonstrate competence in a common core of generic teaching and learning skills. The Standards describe this common core thus:

- identify learning needs
- design learning programmes
- provide learning opportunities
- evaluate learning

In addition some basic skills teachers need to:

- co-ordinate and organise learning situations.

The specific requirements for literacy, numeracy and ESOL teachers are set out in the form of knowledge and understanding specifications underpinning each unit or groups of units, and do not appear as separate Units of Competence.

The benefits of this approach are principally:

- *for career development* – by recognising the generic skills that basic skills teachers have and through this to help existing and potential employers to see the relevance of basic skills teaching to other areas of education and training
- *for team building* – more and more organisations are developing a team approach to learning and teaching, and it is important that basic skills teachers are recognised as having a fundamental contribution to team work.
- *to widen the constituency* – it is hoped that TECs and employers will use the Standards as part of their strategy for developing competence in the workforce; the Standards can be used in a number of settings including by teachers in further and adult education, instructors in industry, personnel staff, etc.

The Structure of the Standards

Following a format used in National Vocational Qualifications, the standards are based on an analysis of function – in this case, the functions of basic skills teaching. To analyse the function of a job role it is necessary to identify a key purpose – a short statement which describes what it is that this job exists to do. After that the standards are broken down in phases, which divide into units, elements and performance criteria.

The Key Purpose of basic skills teaching is **to help individuals achieve their potential by developing and using the basic skills of literacy, numeracy and language.**

Phases are the major components of the tutor's role; the first four phases reflect the cycle of learning (identify needs; design learning programmes; provide learning opportunities; evaluate learning). The fifth phase recognises the importance of co-ordinating and organising as essential support processes.

Units are broken down from the phases. They state what has to be done to achieve the phase. Units are the smallest component of a qualification which can be assessed.

Elements are the building blocks of the units. They state what has to be done to achieve the unit. Each one is a single description of an activity, behaviour or outcome which is capable of demonstration. Each one has a number of performance criteria associated with it.

Performance Criteria are statements which qualify each element. It is here that you find the actual standards articulated. For each element to demonstrate an aspect of competence, the performance criteria must be true. Performance criteria define the minimum acceptable level of performance required. They enable an assessor to make an objective judgment. All performance criteria for a Unit must be satisifed for unit certification to be awarded.

Also included in the Standards are:

Range – which describes generally how the element is to be demonstrated. It explains the key terms used in the element and performance criteria, and shows what the limits are. The range includes:

Context – which lists the typical contexts in which the element is to be demonstrated

Explanations of key terms used in the elements and performance criteria – which elaborate on some of the terms used and offer concrete examples of how the performance criteria may be met.

Knowledge and understanding requirements

Standards are benchmarks for competent performance. Competence is about the outcomes of a learning experience, not the process of learning. By focusing on the outcomes, recognition is given to what people achieve at work and not how or where they achieved it.

But to be competent, individuals require knowledge and understanding. The performance criteria in any element of competence only look at outcomes. The knowledge or understanding needed to achieve outcomes may not be assessable by observing outcomes only. So within the Standards, the knowledge and understanding required by candidates is also specified. Knowledge and understanding requirements are included at the end of each Unit or group of Units as applicable.

A New Qualification

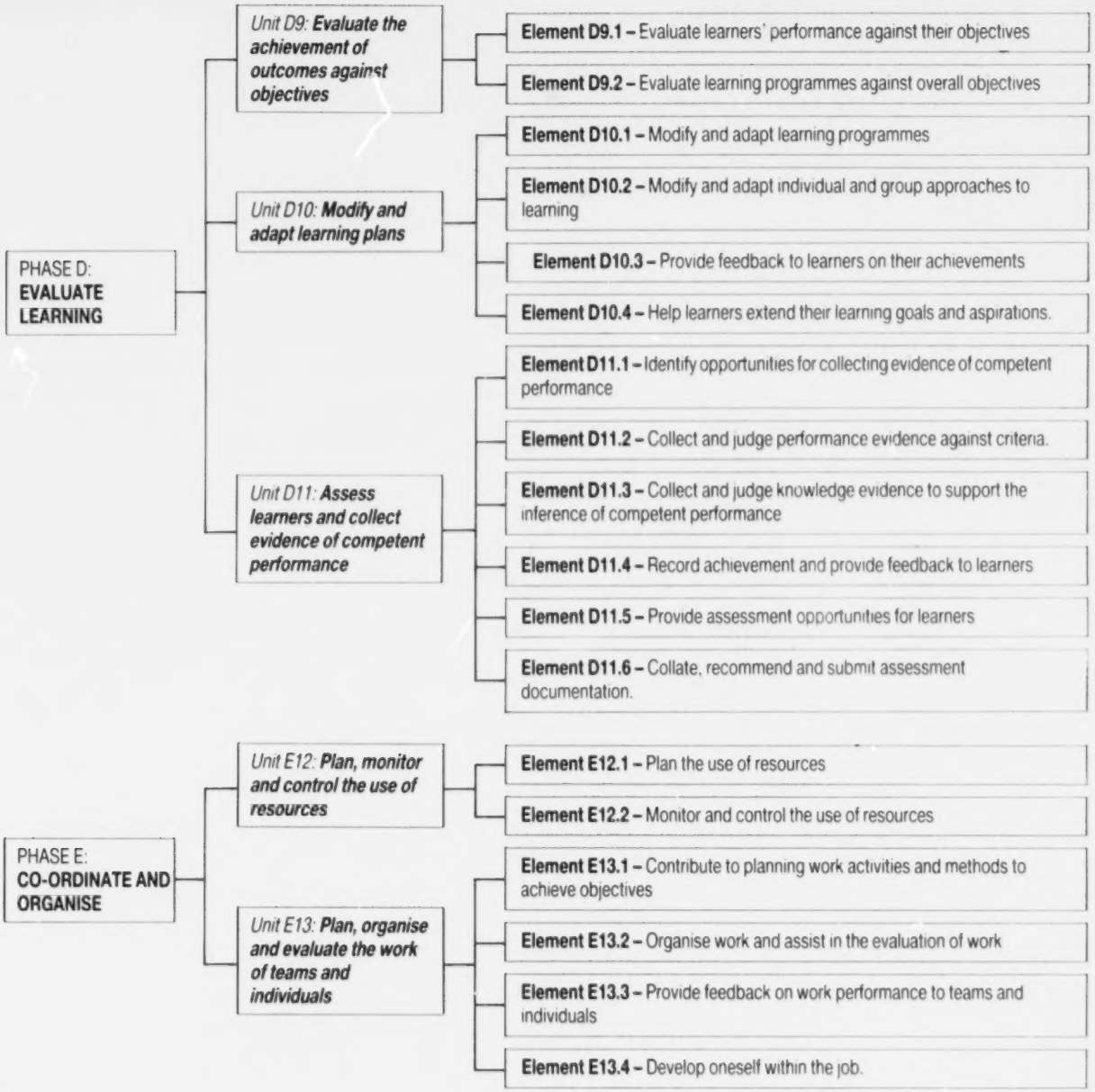
The Standards describe the competence of basic skills teachers and provide information on the skills, knowledge and understanding which must be possessed or acquired in order that evidence of competence can be presented. The Standards have been used by ALBSU and City and Guilds to create a new qualification – The ALBSU/City and Guilds Certificate in Teaching Basic Skills (9285) which replaces the earlier Certificate (9281). It is intended that this qualification should equate with the City and Guilds 7307 in respect of general teaching skills, and also provide evidence of competence in the specialist basic skills subject area. When the competence based 7307 is available a mapping exercise will be undertaken between the two awards to ensure that parity can be recognised.

The ALBSU/City and Guilds Certificate (9285) is based on the model in the Training and Development draft standards (although there are significant differences in the actual elements). It is anticipated that, when the Training and Development Awards are finalised with NCVQ, people who have gained the ALBSU/City and Guilds Certificate (9285) or the earlier Certificate (9281) should be able to use the same evidence as they have already collected, to claim credits towards the appropriate NVQ. ALBSU is also in consultation with a number of Higher Education institutions which provide teacher education and training, and it is hoped that similar arrangements will emerge in respect of other teaching qualifications.

The Standards – Phases, units and elements

Key purpose: To help individuals achieve their potential by developing and using the basic skills of literacy, numeracy and languag

PHASE A: IDENTIFY LEARNING NEEDS
Unit A1: Identify the current needs and assess the competence of learners
Element A1.1 – Provide information, advice and resources which help learners assess their own current competence and identify their needs
Element A1.2 – Define and record learners' current level of competence
Unit A2: Agree learning priorities with learners
Element A2.1 – Agree learning objectives which meet the short-, medium- and long-term needs of learners.
Element A2.2 – Promote and encourage commitment to the achievement of agreed priorities.
PHASE B: DESIGN LEARNING PROGRAMMES
Unit B3: Identify and agree approaches to help learners achieve their objectives
Element B3.1 – Identify learners' previous learning experiences
Element B3.2 – Identify and select approaches to learning
Unit B4: Design and agree learning programmes to meet learners' objectives
Element B4.1 – Define and agree learning programme elements
Element B4.2 – Agree learning programmes which meet learners' objectives
Element B4.3 – Identify and select processes for monitoring and reviewing achievement against learning objectives
PHASE C: PROVIDE LEARNING OPPORTUNITIES
Unit C5: Prepare materials, facilities and learning sessions
Element C5.1 – Plan structured learning activities which support the overall learning programme
Element C5.2 – Select and adapt learning materials and prepare facilities and equipment to support learning sessions
Element C5.3 – Originate visual display and learning support materials
Element C5.4 – Prepare and adapt activities and exercises to support collaborative learning
Element C5.5 – Select, prepare and adapt resource materials to support self-managed learning
Unit C6: Provide structured opportunities for learning
Element C6.1 – Present information to learners
Element C6.2 – Demonstrate skills, methods and procedures
Element C6.3 – Provide opportunities for discussion and collaborative groupwork
Element C6.4 – Provide feedback which enables learners and groups to learn from their experience
Element C6.5 – Manage learner-centred tutorial sessions
Element C6.6 – Help learners to plan self-managed learning projects
Unit C7: Support the use of information technology
Element C7.1 – Select and specify IT-dependent learning material
Element C7.2 – Advise users on the function and operation of IT-dependent learning equipment
Unit C8: Support the application of learning
Element C8.1 – Help learners to apply learning
Element C8.2 – Monitor and assess the effectiveness of the opportunities for learning


PHASE D:
EVALUATE LEARNING
Unit D9: Evaluate the achievement of outcomes against objectives
Element D9.1 – Evaluate learners' performance against their objectives
Element D9.2 – Evaluate learning programmes against overall objectives
Unit D10: Modify and adapt learning plans
Element D10.1 – Modify and adapt learning programmes
Element D10.2 – Modify and adapt individual and group approaches to learning
Element D10.3 – Provide feedback to learners on their achievements
Element D10.4 – Help learners extend their learning goals and aspirations.
Unit D11: Assess learners and collect evidence of competent performance
Element D11.1 – Identify opportunities for collecting evidence of competent performance
Element D11.2 – Collect and judge performance evidence against criteria.
Element D11.3 – Collect and judge knowledge evidence to support the inference of competent performance
Element D11.4 – Record achievement and provide feedback to learners
Element D11.5 – Provide assessment opportunities for learners
Element D11.6 – Collate, recommend and submit assessment documentation.
PHASE E:
CO-ORDINATE AND ORGANISE
Unit E12: Plan, monitor and control the use of resources
Element E12.1 – Plan the use of resources
Element E12.2 – Monitor and control the use of resources
Unit E13: Plan, organise and evaluate the work of teams and individuals
Element E13.1 – Contribute to planning work activities and methods to achieve objectives
Element E13.2 – Organise work and assist in the evaluation of work
Element E13.3 – Provide feedback on work performance to teams and individuals
Element E13.4 – Develop oneself within the job.

Action plan
A document used in Employment Training. It is an agreement between the trainee and provider about the training which will be provided. May be any written agreement describing action to be taken towards agreed objectives.

Adult
Refers to post-16 learners in these Standards.

Assessment guidelines
Compiled by the Awarding Body to assist with the assessment of candidates.

Assessor
See *internal assessor.*

Awarding body
Organisations which are nationally approved for the purposes of providing and awarding nationally recognised qualifications.

Basic Skills
Those skills which enable an individual to read, write and speak in English and use mathematics at a level necessary to function and progress at work and in society in general. In Wales, basic skills includes the ability to read and write Welsh for people whose mother tongue is Welsh.

BSAI
The Basic Skills Accreditation Initiative, the lead body responsible for devising the number and communication standards of competence.

Competence evidence
The evidence that measures an individual's performance; may be assessed through observation of performance in the workplace, simulations of performance, etc.

Element
The smallest item in a standard; elements describe the outcomes to be achieved.

ESOL
English for speakers of other languages.

Internal assessor
The in-house, or 'centre' based tutor, trainer or mentor designated with the responsibility for assessing whether a candidate's evidence is suitable for in-house and then for external verification.

Knowledge evidence
Evidence obtained, for example orally or from tests or written explanations, which demonstrates a candidate's knowledge and understanding of a subject relating to an element.

Lead body
An organisation or group of organisations authorised by the National Council of Vocational Qualifications (NCVQ) to investigate and analyse the competences required within occupations, and the standards associated with these.

Learner
Within these standards, any adult undergoing a programme of basic skills development.

Learning activities
Tasks, projects, observations, exercises, etc., designed to facilitate the learning programme and meet learners' objectivers.

Learning objectives
In these standards learning objectives refer to the goals of learners; objectives must be measurable, achievable, appropriate, 'owned' by learners, understandable and active.

Learning outcomes
The results achieved by learners.

Learning programme
An overall learning plan, which may include a syllabus for an individual, group or both.

Learning session
A specific time set aside for learners to carry out one or more learning activities.

Learning strategies
Approaches or tactics used with learners or which learners use themselves and which determine learning effectiveness.

Methods
Refers to teaching, tutorial or other learning techniques or activities.

NROVA
National Records of Vocational Achievement; used in government programmes such as Employment Training. They are a compilation of a trainee's NVQ achievements, curriculum vitae, references and other relevant qualifications.

NVQ
A recognised National Vocational Qualification.

Peer teaching
Sometimes called 'micro-teaching'; candidates carry out a simulation of a teaching/learning session with their peers, i.e. other tutors, in order to demonstrate competence in delivering learning sessions.

Performance criteria
These define the required level of performance.

Phase
The key functions in the Standards, i.e. A. Identify learning needs; B. Design learning programmes; C. Provide learning opportunities; D. Evaluate learning; E. Co-ordinate and organise.

Session plan
A lesson plan for a learning session, specifying the learning activities which will be carried out.

Teaching journal
A record kept by the candiates of their teaching.

TEC
Training and Enterprise Council.

Addresses

City and Guilds of London Institute
46 Britannia Street
London WC1X 9RG

Training and Development Lead Body Secretariat
c/o NCITO
5 George Lane
Royston
Herts SG8 9AR

Management Charter Initiative (MCI)
Russell Square House
10-12 Russell Square
London WC1V 5BZ

Further Education Unit (FEU)
Spring Gardens
Citidel Place
Tinworth Street
London SE11 5EH

Training, Enterprise and Education Directorate (TEED)
Employment Department
c/o Moorfoot
Sheffield S1 4PQ

National Council for Vocational Qualifications (NCVQ)
222 Euston Road
London NW1 2B

Phase A: Identify Learning Needs

Overview

This phase contains two units and four elements.

It is about the process of defining learning needs and of setting priorities which reflect the life or work demands which learners face. It requires awareness and understanding of both language and numeracy requirements of work, social and personal life, and of the techniques needed to identify the specific demands which individual learners will face. It also requires knowledge and awareness of up to date, reliable and adult-centred initial assessment techniques. Knowledge of current government schemes and developments in national qualifications will be useful.

The Units and elements are:

Unit A1: Identify the current needs and assess the competence of learners

This unit describes the processes involved in helping learners to establish, as objectively as possible, their existing level of competence in literacy, numeracy or oral communication.

Tutors will be expected to be able to give guidance on other sources of help if needs are identified which are beyond their capabilities.

The Unit includes two elements:

Element A1.1

Provide information, advice and resources which help learners assess their own current competence and identify their needs

This is essentially about negotiated self-assessment.

Element A1.2

Define and record learners' current level of competence

This is about the initial assessment process – both carrying it out and recording the results.

Unit A2: Agree learning priorities with learners

This unit covers the process of converting current understanding of competence into a set of priorities for learning; it deals with individuals who may be in groups, but are not handled as a group.

The Unit includes two elements.

Element A2.1

Agree learning objectives which meet the short-, medium- and long-term needs of learners

This is mainly about agreeing goals with learners, establishing a starting point and then setting achievable objectives.

Element A2.2

Promote and encourage commitment to the achievement of agreed priorities

This is about managing the learning programme and sustaining learner motivation.

Knowledge and understanding requirements for Units A1 and A2 are found after each Unit.

Element A1.1 – Provide information, advice and resources which help learners assess their own current competence and identify their needs.

Performance criteria

a. accurate and reliable information is provided, including relevant, documented *standards of performance*, which helps to describe *learners' current and recent competence.*

b. relevant and adequate *materials, equipment and facilities* are provided for initial assessment, to help learners identify their current needs and assess their competence

c. learners are offered adequate and appropriate advice to enable them to use all the information available

d. others from whom learners may need to obtain information are identified and accessed as appropriate.

e. the assessment environment is conducive to an open and honest discussion.

Range

This element should be demonstrated through initial assessment activities with intending adult learners in literacy, numeracy or ESOL work. Initial assessment will take place in a structured way, that is in a way which results in a written record which can be used as the basis for planning a learning programme. The assessment will take place over an agreed and acceptable period of time.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes, or on employers' premises.

The assessment can cover literacy, numeracy or oral communication.

Explanations of key italicised terms used in the element and performance criteria

Standards of performance may be defined as:

- agreed standards of personal effectiveness
- local standards including Open College Federation awards
- job descriptions or specifications (e.g. standards of performance in literacy, numeracy or spoken English specified by an employer)
- nationally recognised standards such as:
  - BSAI/Wordpower and Numberpower
  - NVQs
  - National Curriculum Attainment Targets
  - GCSE
  - other nationally recognised awards

Learners' competence may be demonstrated through:

- oral/written material provided in learner interviews
- examples of work brought by learners
- reports from employers
- information from third parties

Materials, equipment and facilities for assessment may include:

- interviews
- tasks or task simulations
- APL support materials
- appropriate assessment instruments used by suitably qualified professionals
- guidance materials
- Basic Skills Assessment Programme (BSAP)

Element A1.2 – Define and record learners' current level of competence

Performance criteria

a. current, reliable and *relevant standards or levels of performance* are defined and agreed

b. valid and reliable *methods of determining learners' current competence* are used

c. *relevant information about prior achievement* is identified and accessed

d. opportunities available to learners to use prior learning and demonstrate competence is identified and evaluated

e. *methods and processes for determining competence* which maintain the dignity of learners and preserve goodwill and trust are selected

f. learners are referred to other appropriate sources of *information and advice*

g. personal information is recorded and, where appropriate, stored securely.

Range

This element should be demonstrated through initial assessment activities with intending adult learners in literacy, numeracy or ESOL work. Initial assessment will take place in a structured way, that is in a way which results in a written record which can be used as the basis for planning a learning programme. The assessment will take place over an agreed and acceptable period of time.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes, or on employers' premises.

The assessment may cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

Relevant standards of performance may be defined as:

- agreed standards of personal effectiveness
- local standards including Open College Federation awards
- job descriptions or specifications (e.g. standards of performance in literacy, numeracy or spoken English specified by an employer)
- nationally recognised standards such as:
  - BSAi/Wordpower and Numberpower
  - NVQs
  - National Curriculum Attainment Targets
  - GCSE
  - other nationally recognised awards

Methods and processes for determining competence may include:

- interviews
- tasks or task simulations
- APL support materials
- appropriate assessment instruments used by suitably qualified professionals
- guidance materials
- Basic Skills Assessment Programme (BSAP)

Information about prior achievement may be drawn from:

- oral/written material provided in learner interviews
- examples of work they bring
- reports from employers
- information from third parties

Advice or information must be:

- in a form that learners can use

Knowledge and understanding requirements for Unit A1

As part of the assessment candidates need to demonstrate knowledge and understanding; although this may be implicit in the performance criteria, it may still be difficult to identify purely from performance evidence. Work-based evidence may need to be supplemented with structured interviews and/or written project work. Where possible these should be related to the candidate's current work role. The areas covered are as follows:

General

These apply to all candidates; they will need to demonstrate that they know:

- how to minimise any cultural or social bias in the assessment process
- how to identify relevant standards of competence taking into account the importance of equal opportunities
- how to select and use procedures for dealing with the accreditation or assessment of prior learning (APL)
- how to weigh up different types and sources of information (e.g. from learners directly and from other people)
- the basis on which any evidence derived from prior learning is evaluated
- how to select appropriate assessment techniques and methodologies
- how to carry out assessment in such a way as to establish and maintain mutual respect, promote the dignity of the learner and preserve goodwill and trust
- the issues that arise in involving others (e.g. employers, other tutors, etc.) especially the question of confidentiality
- how to select and adapt appropriate resources and materials, e.g. workplace forms and instructions, official forms, newspapers, books, prepared assessment systems, equipment (wordprocessors, typewriters, tape recorder, calculators, etc.), and use them efficiently for assessment purposes within working constraints
- the advantages and disadvantages of different formats for recording and reporting information
- the significance of different working environments in which tutors may be working, including management structure, values; (factors include how the provision is advertised, who has access, choice of time and place, what determines the curriculum, what rersources are available)
- factors which may help or inhibit learning in the working environment (e.g. comfortable adult surroundings versus 'school-like' atmosphere; the risk of exposure to colleagues or supervisors)
- factors which may help or inhibit learning derived from learners' own past experiences (e.g. examples of successful learning; sense of failure; fear, lack of confidence, addiction to unsuccessful methods, etc)
- how to identify any relevant standards of competence for learners to consult
- how to select and use appropriate resources and materials, and practical formats to help learners record assessment and planning information
- the limits of their own and their organisation's knowledge and competence, and the range of other sources of help.

Literacy

Candidates specialising in literacy work will also need to demonstrate that they know:

- the main purposes of literacy in personal, social and economic life
- the main skills involved in reading and writing and a range of strategies for using them
- how these can be assessed in ways which maintain the dignity of the learner and which demonstrate good practice in equal opportunities, including asking questions, trying out various tasks, looking at adult materials
- the limits of their own and their organisation's knowledge and competence, and the range of other sources of help
- the implicit literacy demands in jobs, NVQs and other qualifications, as required.

Numeracy

Candidates specialising in Numeracy work will also need to demonstrate that they know:

- the main purposes of numeracy in personal, social and economic life
- the main skills involved in numeracy and a range of strategies for using them
- how these can be assessed in ways which maintain the dignity of the learner and which demonstrate good practice in equal opportunities, including asking questions, trying out various tasks, looking at adult materials
- the implicit numeracy demands in jobs, NVQs and other qualifications, as required.

ESOL

Candidates specialising in ESOL work will also need to demonstrate that they know:

- the positive and negative factors which may affect a learner's experience of learning English, and the implications these may have for language teaching
- the main purposes of English in personal, social and economical life, and reasons why learners might wish to improve their skills in English
- methods learners already know and what they need to learn to achieve a particular goal
- how to analyse the use of English in terms of:
  - language functions
  - structures
  - verb tenses
  - word orders
  - vocabulary
  - pronunciation/individual sounds
  - intonation/stress
- how these can be assessed in ways which maintain the dignity of the learner and which demonstrate good practice in equal opportunities, including asking questions, trying out various tasks, looking at adult materials
- the implicit listening, speaking, reading, writing demands in jobs, NVQs and other qualifications, as required.
- where to find information about the recognition and equivalence of overseas qualifications.

Element A2.1 – Agree learning objectives which meet the short-, medium- and long-term needs of learners.

Performance criteria

a. accurate, reliable *information about current competence* is used to identify learning needs

b. information and feedback about current performance is made available to learners

c. learners' current goals relating to work or life are used to help decide short-, medium- and long-term priorities and set relevant learning objectives

d. learners are given adequate, appropriate and timely support in setting their objectives

e. *others are informed and consulted* as appropriate, about problems and proposals, and encouraged to offer ideas and views.

Range

This element should be demonstrated through initial assessment activities with intending adult learners in literacy, numeracy or ESOL work. It covers the learning needs of adults in literacy, numeracy or oral communication which are based on work aims and/or the individual's requirements for increased personal effectiveness and satisfaction.

Short-term is interpreted as up to six weeks; medium-term up to six months; long-term up to one year. However, these definitions are not rigid and will depend to some extent on context.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The assessment can cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

Information about current competence may include:

- assessment records (e.g. BSAP)
- reports/records produced by or about the learner
- assessment results expressed in competence terms (e.g. BSAI or NVQ units)
- structured interview evidence
- live observation of learners' performance (e.g. at filling in a form)
- evidence of tasks completed/problems in their completion
- records of what was agreed, e.g. learning contracts, action plans, records of achievement, NROVA, Progress Profiles, etc.

Others who may be informed or consulted about learners' objectives may include:

- other tutors/trainers
- employers/line managers.

Element A2.2 – Promote and encourage commitment to the achievement of agreed priorities

Performance criteria

a. accurate *information* is provided to enable learners to estimate the personal time and resources they will have to invest in achieving their objectives

b. adequate *guidance and support* are provided

c. relevant and realistic information about experience of others pursuing similar objectives is made available.

Range

This element is demonstrated through planning activities which enable learners to plan the achievement of their learning objectives in literacy, numeracy and/or oral communication, helping them improve their learning skills and creating a supportive environment for learning.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The learner may be working in the area of literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Sources of information include:

- personal learning programmes which include realistic objectives and timescales

Types of guidance and support included:

- coaching
- counselling
- advising

Candidates need to demonstrate knowledge and understanding; workbased evidence may need to be supplemented with structured interviews and/or written project work. Where possible these should be related to the candidates' current work or life priorities. The areas covered are as follows:

General

These apply to all candidates; they will need to show knowledge and understanding of:

- how to negotiate appropriate and achievable learning priorities and goals with a learner
- how to assess the implications for the learner of meeting the agreed objectives (i.e. how much time, factors which may inhibit learning)
- how to use information on learner's current performance in a practical and realistic way
- when to use a range of suitable counselling techniques which help the learner explore his/her needs and options
- how to interact appropriately on an adult basis, demonstrating knowledge of the attributes of adult learners
- how to minimise any cultural or social bias in interacting with the learner
- how to discuss with colleagues any problems and proposals and encourage them to offer ideas and views
- how to translate requirements into achievable and relevant learning outcomes
- how to use an appropriate format (e.g. based on BSAI) for planning and recording progress
- how to engage in a constructive dialogue with learners which involves them in the process of setting and prioritising their own learning objectives
- the limits of their own competence, the range of specialist referral agencies that are available and when to use them
- how to use a range of techniques (e.g. coaching or counselling) to help learners meet their development needs, career and personal aspirations and recognise the time, cost and other implications
- how to give learners skills to evaluate their own performance and monitor their own progress, especially how to ask for and make use of constructive feedback
- the tutor's role in identifying, defining and assessing the progress of learners in a supportive and motivating way
- the key skills of learning and how to help people improve their skills, including planning and reviewing progress and the use of other people
- the level and type of support which learners may need; e.g. frequency of tutorials over a set period; amount, and limits to, access to informal help such as telephone support
- the range of relevant performance measures and success criteria; e.g. NVQs, BSAI standards, VQs, GCSE, locally or individually agreed standards or performance targets
- resources available to enable learners meet their objectives, including the experience of others.

Literacy

Candidates specialising in literacy will also need to show that they know how to:

- identify the literacy skills required by the learner to achieve a particular objective and break these down into manageable and achievable chunks
- articulate these in a way the learner can understand and relate to (e.g. using parts of the BSAI standards or specific and relevant examples)
- select and use appropriate materials, resources and standards
- understand the relationship between personal and career aspirations and the acquisition of literacy skills as these affect learners
- facilitate learners to help them set achievable objectives in reading and writing.

Numeracy

Candidates specialising in numeracy work will also need to show that they know how to:

- identify the numeracy skills required by the learner to achieve a particular objective and break these down into manageable and achievable chunks
- articulate these in a way the learner can understand and relate to (e.g. using parts of the BSAI standards or specific and relevant examples)
- select and use appropriate materials, resources and standards
- understand the relationship between personal and career aspirations and the acquisition of numeracy skills as these affect learners
- enable learners to set achievable numeracy objectives.

ESOL

Candidates specialising in ESOL work will also need to show that they know how to:

- identify the language and literacy skills required by the learner to achieve a particular objective and break these down into manageable and achievable chunks
- articulate these in a way the learner can understand and relate to (e.g. using parts of the BSAI standards or specific and relevant examples)
- select and use appropriate materials, resources and standards
- understand the relationship between personal and career aspirastions and the acquisition of English speaking skills as these affect learners
- enable learners to set achievable objectives
- use interpreters to negotiate learning programmes with learners.

Phase B: Design Learning Programmes

Overview

This phase contains two units and five elements.

It is about the development of learning programmes which meet the needs of learners and, if appropriate, reflect the requirements of employers or training plans. It requires an awareness and understanding of learning psychology, and assumes that tutors will be seeking to foster self-learning and self-reliance in learners. It also demands that programmes should be documented and stored in such a way that others can access and understand them if necessary. Knowledge of current government schemes and developments in national qualifications will be useful.

The Units and elements are:

Unit B3: Identify and agree approaches to help learners achieve their objectives

This unit covers the way tutors and learners work together to understand the learning preferences and problems that learners may have, and the approaches they select to create an effective programme.

The Unit includes two elements:

Element B3.1

Identify learners' previous learning experiences

This is about identifying what key experiences, attitudes, strengths, weaknesses and blockages learners may bring to the learning process.

Element B3.2

Identify and select approaches to learning

This is about rerviewing and choosing the approaches to learning which seem likely to work.

Unit B4: Design and agree learning programmes to meet learners' objectives

This unit covers the creation of a practical management tool for monitoring learner progress towards agreed objectives. It can involve the use of official documents such as Action Plans, or informal structured approaches such as the ALBSU Progress Profile. It also requires the organisation of workable processes to enable monitoring to take place.

The Unit includes three elements:

Element B4.1

Define and agree learning programme elements.

This is about setting down the objectives in the form of an overall documented programme (or syllabus) which will be used in the monitoring system.

Element B4.2

Agree learning programmes which meet learners' objectives

This is about setting down learning objectives in a way that can be monitored and evaluated, eg through the use of competence statements or agreed objectives.

Element B4.3

Identify and select processes for monitoring and reviewing achievement against learning objectives

This is about designing a workable and effective system which will make use of the initial programme and objectives as a basis for reviewing progress.

Knowledge and understanding requirements for Units B3 and B4 are found after Unit B4.

Element B3.1 – Identify learners' previous learning experiences

Performance criteria

a. relevant *factors affecting the choice of learning strategy* are identified and described

b. *relevant prior learning* is identified, summarised and used in choosing a *learning strategy*

c. where appropriate, prior learning is matched against *relevant, documented standards*

d. the information is *recorded appropriately* and clearly and made available only to those who have a right to it

Range

This element should be demonstrated through initial and review assessment activities with adult learners in literacy, numeracy or ESOL work. The main purpose is to identify the relevant aspects of past experience which will be important in devising learning programmes which have a good chance of success.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The initial or review assessment can cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

Factors affecting the choice of learning strategy may include:

- memories of previous learning, eg from experience, at school, college or work
- attitudes, knowledge and skill

Information about *prior learning* may be drawn from:

- oral/written material provided in learner interviews
- examples of work they bring
- reports from employer
- information from third parties

Methods for identifying *prior learning* may include:

- interviews
- tasks or task simulations
- APL support materials
- appropriate assessment instruments used by suitably qualified professionals
- guidance materials

Learning strategies may be described in terms of, e.g.

- cognitive or behavioural psychology
- learning style
- learning techniques
- choice of appropriate environment
- time to be taken

Relevant documented standards against which prior learning may be matched include:

- agreed standards of personal effectiveness
- local standards eg Open College Federation awards
- job descriptions or specifications (e.g. standards of performance in literacy, numeracy or spoken English specified by an employer)
- nationally recognised standards such as:
  - BSAI/Wordpower or Numberpower
  - NVQs
  - National Curriculum Attainment Targets
  - GCSE
  - other nationally recognised awards

Appropriate records may include:

- profiles (e.g. Progress Profile)
- NROVAs or Action Plans
- individually designed formats

Element B3.2 – Identify and select approaches to learning

Performance criteria

a. *approaches* which are appropriate to meeting learners' needs and objectives are identified, explained and discussed with learners

b. coherent *proposals* are made to learners and others as relevant, which match learning options to the *learners' needs and goals*

c. the chosen approaches are consistent with, and appropriate to, relevant personal and *organisational factors*

d. the chosen approaches provide equality of opportunity and access

e. the information is *recorded* appropriately and clearly and made available only to those who have a right to it.

Range

This element should be demonstrated through initial assessment activities with adult learners in literacy, numeracy or ESOL work. The main purpose is to identify the relevant approaches to learning which will be included in the learning programme.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The initial or review assessment can cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

Approaches to learning may be described in terms of, e.g.:

- cognitive or behavioural psychology
- learning style
- learning techniques
- choice of appropriate environment
- time to be taken

Approaches include:

- methods for organising learning (notebooks, card indices, disk file management, notes, audio tape, filing systems)
- methods for acquiring information (reading, questioning, radio and TV, finding out from published sources or from other people).

Proposals may take the form of:

- a written action plan
- a verbal agreement

Information about learners' needs may be drawn from:

- oral/written material provided in learner interviews
- examples of work brought by learners
- reports from employers
- information from third parties

Methods and processes for identifying *learners' needs and goals* may include:

- interviews and discussions
- tasks or task simulations
- APL support materials
- appropriate assessment instruments used by suitably qualified professionals

Organisational factors could include:

- the amount of time available for learning
- the priority given to the learners' development
- the amount of support available to the learner in various settings

Appropriate records may include:

- profiles (e.g. Progress Profile)
- NROVAs or Action Plans
- individually designed formats

Unit B4 Design and agree learning programmes to meet learners' objectives

Element B4.1 – Define and agree learning programme elements

Performance criteria

a. *relevant learning objectives* are derived from an analysis of the learner's needs and any relevant *organisational requirements*

b. learning programme content is specified in terms of the knowledge and skills required to achieve the agreed outcomes

c. *relevant methods* and media are specified

d. *adaptations* are agreed in the light of discussions with learners and/or *other interersted parties.*

Range

This element should be demonstrated through joint programmes planning with learners or other interested parties where relevant (e.g. employers, ET/YT training organisations). It focuses, in particular, on setting specific learning objectives which meet the needs of learners. The subjects covered may be literacy, numeracy or ESOL.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

Explanations of italicised key terms used in the element and performance criteria

Objectives may be expressed in terms of:

- behavioural outcomes
- competence elements
- desired changes in self-confidence.

Organisational requirements may include:

- workplace and job demands
- training provider requirements
- syllabus requirements
- entry requirements to vocational or other courses

Methods specified may include:

- agreed techniques for learning
- appropriate materials and media, including information technology (IT)
- project work for learners to carry out themselves
- assessment and monitoring processes.

Adaptations can be in the light of:

- progress (fast or slow)
- the effectiveness or ineffectiveness of particular techniques or materials
- changes in organisational circumstances.
- changes in learners' needs

  information about learners' needs may be derived from:
  - oral/written material provided in learner interviews
  - examples of current work
  - reports from employers or other interested parties

Other interested parties may include:

- employers
- ET/YT training providers
- vocational or other course tutors

Element B4.2 – Agree learning programmes which meet learners' objectives

Performance criteria

a. appropriate and *realistic objectives* are identified and agreed

b. relevant and accessible *learning opportunities* are agreed

c. *methods, processes and formats for monitoring* and updating programmes are agreed and used

d. *learning programmes* are documented clearly and agreed with the learner and any other appropriately interested party.

Range

This element should be demonstrated through formal or informal programme planning sessions with adult learners in literacy, numeracy or ESOL work. The main outcome will be a document which sets out the learners' agreed objectives, and which will be used as a tool for monitoring and evaluating progress.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The initial or review assessment can cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

Realistic objectives may be defined as:

- agreed standards of personal effectiveness
- local standards eg Open College Federation awards
- job descriptions or specifications (eg standards of performance in literacy, numeracy or spoken English specified by an employer).
- nationally recognised standards such as:
  - BSAI Wordpower and Numberpower
  - NVQs
  - National Curriculum Attainment Targets
  - GCSE
  - other nationally recognised awards

Information about learners' objectives may be derived from:

- oral/written material provided in learner interviews
- examples of work
- reports from employers or other interested third parties

Learning opportunities may include:

- attendance at classes, workshops or training sessions
- use of open or flexible learning materials for self study
- use of radio, TV or other media
- project work to gain information or learn skills from others to whom learners have access

Monitoring processes may include:

- use of agreed targets as progress markers
- regular meetings to review progress
- communications by post or telephone

Learning programmes may be set down in the form of:

- learning programmes devised by the tutor and agreed by the learner
- other record of achievement documents
- ET/YT action plans

Element B4.3 – Identify and select processes for monitoring and reviewing achievement against learning objectives

Performance criteria

a. valid and reliable *monitoring processes* are identified and used

b. *monitoring processes are agreed* with learners and any other interested parties

c. the *monitoring system is documented* in a way which clearly states the responsibilities and resources needed for it to work effectively

d. those involved are given opportunities to ask questions and seek clarification

e. arrangements are made for any *data to be gathered and stored* appropriately.

Range

This element should be demonstrated through formal or informal programme monitoring and review processes with adult learners in literacy, numeracy or ESOL work.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The initial or review assessment can cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

Learning objectives may be defined as:

- agreed standards of personal effectiveness
- local standards including Open College Federation awards
- job descriptions or specifications (e.g. standards of performance in literacy, numeracy or spoken English specified by an employer)
- nationally recognised standards such as:
  - BSAI Wordpower and Numberpower
  - NVQs
  - National Curriculum Attainment Targets
  - GCSE
  - other nationally recognised awards

Monitoring processes may include:

- reviewing against national standards (BSAI, BTEC, C&G Pitmans RSA Cambridge Awards, GCSE, etc)
- use of agreed learning targets within specified timescales
- discussion of the reasons for progress or lack of progress, and a focus on practical problem solving where possible

Agreement with learner or other interested parties means that:

- learners understand and agree to the monitoring criteria
- other interested parties (e.g. employers, training providers) understand and agree to the monitoring criteria

Monitoring system documentation may mean:

- a schedule of meetings
- a diary of assignments over a set period
- an informal arrangement which is agreed and documented in such a way that a third party can understand what has been agreed

Data storage may be in the form of:

- individual learner files with planned reviewing schedules clearly visible.

General

These apply to all candidates.

Knowledge and understanding of approaches to learning

Candidates will be expected to demonstrate knowledge and understanding of:

- the reasons why some adults lack competence in literacy/numeracy/language – in particular those reasons which relate to methods used in the past for learning and/or teaching
- the diversity of learning styles and, therefore, the variety of approaches to teaching that are needed for successful learning
- recent theory and research into teaching and learning in literacy, numeracy or ESOL, including methodology to facilitate and develop student-centred approaches to learning
- how to use learners' previous learning experiences as a resource in the new learning context – including experiential learning from areas other than formal education (e.g. work, family life, etc)
- curriculum specifications which affect literacy, numeracy or ESOL (e.g. GCSE, NVQ requirements) and consideration of their implications on:
  - assessing current competence
  - identifying needs
  - setting learning objectives
  - negotiating learning strategies
- factors which help/hinder adult learning and the ability to raise learners' awareness of them
- strategies which promote active participation by the learner in the processes of:
  - assessing current comptences
  - identifying needs
  - agreeing learning objectives
  - selecting appropriate learning strategies, and the ability to apply some of them.

Knowledge and understanding of the relevance of previous learning experiences

Candidates will be expected to demonstrate knowledge and understanding of:

- recent theory and research into factors which contribute to successful learning
- those aspects of previous learning experiences which are particularly relevant to learning in literacy, numeracy or ESOL – i.e. feelings about successful/unsuccessful learning; previous experience of formal education; stereotyped image of self and self-expectation, etc – and the ability to analyse the implications
- a variety of ways of eliciting information about previous learning experiences and the basis for selecting information for analysis and assessment of current competence
- a range of documented standards against which competence gained from previous learning may be matched, and understanding of how to apply the relevant assessment criteria
- recent developments in the areas of accreditation of previous learning; credit accumulation and transfer; portfolio preparation as an alternative to standard entry requirements
- how to analyse information about individuals' previous learning experiences, so as to inform choice of strategies for learning and the setting of objectives
- a variety of systems for recording information about previous learning experience, including standard profile schemes, self-assessment packages and diagnostic tests
- issues relating to the seeking, documenting and handling of personal information – in particular issues of access, equal opportunities and confidentiality.

Knowledge and understanding of the identification of needs

Candidates will be expected to demonstrate knowledge and understanding of:

- the relevance of literacy, numeracy and language skills to increased personal effectiveness – in education, training, at work, or in daily life
- the range of motivational factors which influence both long and short-term goals of adult learners (better prospects, more education, increased confidence, necessary qualifications, more effective participation in society)
- the issues involved in helping adults returning to learning to formulate realistic goals, taking into account their starting points (i.e. current competence), aspirations and expectations of learning
- how management/curricular/resources structures, within which literacy, numeracy, ESOL, etc., are operating, affect
  - the range of possible objectives
  - the flexibility of approach to teaching
  - the level of support for diversity of learning strategies
- possible progression routes for learners and a clear understanding of the literacy, numeracy or oral communication requirements of mainstream curriculum in adult and further education; work-related training; employment opportunities; roles in the community, etc.

Literacy

Candidates will be expected to show knowledge and understanding of:

- how to analyse learners' language histories, with particular reference to the development of reading and writing skills, and factors which have affected this development
- the purpose for assessment of current competence in reading, writing and study skills with reference to learners' long- and short-term goals
- how to match the literacy skills components of learners' goals – i.e. from work, study, training, life chances – to their learning objectives and levels of current competence
- the range of accreditation available for adult literacy learners and how to select appropriate schemes for validation of current competence and/or setting learning objectives

- a range of methodologies for diagnostic assessment, and how to select appropriate methods in terms of:

  a. Reading

  - range of approaches to assessing reading skills, including cloze procedures and miscue analysis
  - variety of purposes for which adults read, and appropriate techniques for different purposes

  b. Writing

  - analysis of learner writing in terms of purpose, appropriateness of content, structure, organisation and effectiveness
  - suggest approaches for development of learner writing, in terms of both composition and transcription

  c. Spelling

  - statement and analysis of factors which affect spelling
  - range of standard errors in spelling and possible causes
  - range of approaches for dealing with spelling difficulties
- the differences between learners' spoken and written English, and varieties of English; and how these might affect development in reading and writing.

Numeracy

Candidates will be expected to show knowledge and understanding of:

- a range of numeracy goals of adult learners
- how to analyse the maths learning history of individual learners, and in particular how to identify the positive and negative aspects of previous maths learning experiences
- how to select and apply appropriate methods of diagnostic assessment of current level of competence in numeracy in terms of:
  - understanding of basic concepts of numbers, shapes, measurement and data interpretation
  - facility with the language of maths as well as the language used to describe mathematical processes
  - preferred learning styles in respect of learning of maths
  - previous knowledge (including related knowledge), attitude and usage of maths in general
  - levels of literacy and contextual understanding
- the physical and psychological factors affecting the successful learning of numeracy, including 'maths anxiety' and quality appropriateness of learning materials
- the range of accreditation available for adult numeracy and how to select appropriate schemes for validation of current competence and/or setting learning objectives
- problem-solving approaches to the learning of numeracy, how to initiate these, and implications for teaching methodlogy and learner responsibilities.

ESOL

Candidates will be expected to show knowledge and understanding of:

- the range of provision and progression routes for ESOL learners
- appropriate standards against which to match the current competence of learners in terms of:
  - the four skills in English (listening, speaking, reading, writing)
  - language skills required for a specific purpose
- the importance of previous formal learning experience (and language learning in particular) to the present learning situation
- how to compare and contrast learners' current competence in languages, other than English, in terms of levels of reading, writing, communication, as well as patterns of usage of these skills, and how these skills could assist in the learning of English
- the linguistic/cultural factors that affect language development in English as another language, and relate these to needs identification for individuals/linguistic groups
- match the oral communication and literacy skills component of the range of learner goals – i.e. from work, study, training, life chances – to both learning objectives and levels of current competence
- demonstrate knowledge and understanding of a range of methodologies for diagnostic assessment, and select appropriate methods in terms of:

  a. Listening and speaking

  Range of approaches to assessing listening and speaking skills – including:

  - immediate analysis of learner's use of language
  - detailed analysis through the use of a tape recorder
  - transcription of learners' spoken language
  - visual stimuli such as objects and pictures
  - diagnostic dialogues and role plays
  - listening tasks
  - self assessment checklists

  b. Reading

  - range of approaches to assessing reading skills, including cloze procedures and miscue analysis
  - variety of purposes for which adults read, and suggest appropriate techniques

  c. Writing

  - analysis of learner writing in terms of purpose, rerlevance of content, structure, organisation and effectiveness
  - suggest approaches for development of learner writing, in terms of both composition and transcription

  d. Spelling

  - statement and analysis of factors which affect spelling
  - range of standard errors in spelling and possible causes
  - range of approaches for dealing with spelling difficulties
- describe the differences between learners' spoken and written English, and varieties of English, and how these might affect development in reading and writing
- the social, political and economic backgrounds of ESOL learners in Britain, and the implications for learning objectives of individual learners
- how to identify the learner's competence in each of the four language skills in English and how to use this to develop a programme of learning.
- the range of accreditation available and how to select appropriate schemes for validation of current competence and/or setting learning objectives.

Phase C: Provide Learning Opportunities

Overview

This phase contains four units and fifteen elements.

It is about the operation of the professional relationship between teaching staff and learners – about helping people to learn as effectively and efficiently as possible, using the most appropriate range of teaching and learner support techniques or materials.

The Units and elements are:

Unit C5: Prepare materials, facilities and learning sessions

This unit covers the essential processes involved in preparation – setting objectives, preparing materials and planning the likely structure of the learning session.

The Unit includes five elements:

Element C5.1

Planning structured learning activities which support the overall learning programme

This is about devising the right kind of activities – within the full range available – to meet the needs of learners in the most efficient and effective way possible.

Element C5.2

Select and adapt learning materials and prepare facilities and equipment to support learning sessions

This is about making the best of existing materials, perhaps by adapting them or using them in a flexible way; it could also include preparing facilities such as the layout of the room

Element C5.3

Originate visual display and learning support materials

This is about using a professional approach to the preparation of any material that will be used for illustration or display.

Element C5.4

Prepare and adapt activities and exercises to support collaborative learning

This is about the particular focus needed to get learners involved in collaborative and participatory exercises which support their needs.

Element C5.5

Select, prepare and adapt resource materials to support self-managed learning

This is about preparing the right materials for self-learning, including open learning, workshops and projects

Unit C6: Provide structured opportunities for learning

This unit is about the techniques and methods involved in formal and informal teaching and training sessions.

The Unit includes six elements:

Element C6.1

Present information to learners

This is about explaining and presenting information visually and orally and encouraging learners to ask questions.

Element C6.2

Demonstrate skills, methods and procedures

This is about showing and demonstrating to learners how to perform a particular task.

Element C6.3

Provide opportunities for discussion and collaborative groupwork

This is about facilitating discussions, teamwork and group activities.

Element C6.4

Provide feedback which enables learners and groups to learn from their experience

This is about giving effective feedback to individuals or groups.

Element C6.5

Manage learner-centred tutorial sessions

This is about managing learning sessions effectively to respond flexibly to the needs of learners without becoming diverted from agreed objectives.

Element C6.6

Help learners to plan self-managed learning projects

This is about organising projects which will help learners to apply and practise knowledge and skills or acquire new knowledge and information, to contribute towards meeting their objectives.

Unit C7: Support the use of information technology

This unit covers the use of IT both through the provision of specific computer-based learning material and through the use of standard applications packages, (e.g. wordprocessing or spreadsheets).

The Unit includes two elements:

Element C7.1

Select and specify IT-dependent learning material

This is about the selection of material, and includes encouraging people to use the equipment for its classic applications (e.g. wordprocessing) as well as for computer based learning.

Element C7.2

Advise users on the function and operation of IT-dependent learning equipment

This is about the support role; getting people started and helping them to solve minor technical or confidence problems.

Unit C8: Support the application of learning

This unit covers the process of monitoring the way learning is transferred to work or life, and applied relevantly to achieve the objectives the learner is working towards.

The Unit includes two elements:

Element C8.1

Help learners to apply learning

This is about planning how to apply learning away from the learning centre, and may include briefing others such as workplace supervisors or other tutors.

Element C8.2

Monitor and assess the effectiveness of the opportunities for learning

This is about evaluating the effectiveness of the way learning has been applied, normally in tutorial sessions.

Knowledge and understanding requirements for Unit C5 are found after Unit C5.
Knowledge and understanding requirements for Unit C6 and Unit C7 are found after Unit C7.
Knowledge and understanding requirements for Unit C8 are found after Unit C8.

Unit C5: Prepare materials, facilities and learning sessions

Element C5.1 – Plan structured learning activities which support the overall learning programme

This Unit excludes the use of IT; see Unit C7 for IT.

Performance criteria

a. *plans for each learning session* are clearly documented and include learning objectives

b. *learning activities which take place within natural working environments* are designed to minimise disruption to normal work flow

c. clear explanations are prepared of the purposes and benefits of the activities

d. allowance is made in the plan to deal with questions or issues raised by learners

Range

This element should be demonstrated in planning and preparing learning sessions for adult learners in literacy, numeracy or oral communication work; it is concerned with the preparation of structured learning which may be informal, built out of learners' previous work; it will include a range of activities tailored to the needs of learners in groups or on an individual basis.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Session plans may include:

- a menu of possible activities, related to materials prepared
- sets of relevant materials to accompany each option
- time for open ended discussions or group/individual activity
- time for individual tutorials
- use of equipment

Learning activities taking place within natural working environments may include:

- support given as part of vocational or other course or training programme
- learning tasks designed to be undertaken in the workplace or on the job

Element C5.2 – Select and adapt learning materials and prepare facilities and equipment to support learning.

This Unit excludes the use of IT; see Unit C7 for IT.

Performance criteria

a. *learning materials* relevant to the learning objectives to be achieved are selected from existing sources

b. where existing materials are not suitable, they are adapted to meet the requirements of the learning programmes

c. written materials are accurate and in a style and format appropriate to the needs and capabilities of learners

d. materials from external sources are adpated and used within the contraints of copyright law

e. *facilities* are adequate and appropriate to the *learning sessions*

f. *equipment* is checked before use, is operated correctly, and any faults reported

g. materials, facilities and equipment selected are within agreed budgets

Range

This element should be demonstrated in planning and preparing learning sessions for adult learners in literacy, numeracy or oral communication work; it is concerned with the selection and adaptation of materials, and with the preparation of the teaching environment and any equipment to be used.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Learning materials include:

- handouts prepared by the tutor
- materials derived from printed materials, e.g. newspaper, magazines, books
- materials derived from workplace documents, signs or forms
- materials based on any of these
- appropriate work done by other learners
- pictures, charts, pro formas, etc.

Facilities include:

- the teaching space – classroom, workshop, etc
- furniture
- lighting, heating and ventilation

Equipment includes:

- OHPs, slide projectors, screens, computers, tape recorders, videos, etc

Types of learning session can be:

- individual tutorials with learners, alone or within a group setting
- small group work within a larger group or freestanding
- large group work (8-16 people)

Element C5.3 – Originate visual display and learning support materials

This Unit excludes the use of IT; see Unit C7 for IT.

Performance criteria

a. visual, *written and audio materials* are developed which are relevant to the learning objectives

b. *visual display materials* are legible, accurate and appropriate to any 'house style' convention

c. *written support material* is in a language, style and format which is appropriate to the needs of the learners

d. audio materials are clearly audible and appropriately paced to meet the needs of the listener

e. materials from external sources are appropriate to the content, subject or topic and are adapted and used within the constraints of copyright law.

Range

This element should be demonstrated in planning and preparing learning sessions for adult learners in literacy, numeracy or oral communication work; it is concerned with writing and producing materials and visuals for use with and by learners.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Written support materials include:

- handouts and worksheets written by the tutor and designed to the best standard possible given the resources available

Audio support materials include:

- published audio material
- tutor and student prepared tapes
- radio broadcasts

Visual display materials include:

- OHP slides, pre-prepared flipcharts, material for the board

Element C5.4 – Prepare and adapt activities and exercises to support collaborative learning

This Unit excludes the use of IT; see Unit C7 for IT.

Performance criteria

a. *activities and exercises* are prepared so they are relevant to the needs of learners

b. any materials used are relevant to the learning objectives to be achieved

c. written support materials (existing, adapted and original) are accurate and in a style and format appropriate to the needs and capabilities of learners

d. materials from external sources are adapted and used within the contraints of copyright law

e. activities and exercises are designed for use specifically with adults.

Range

This element should be demonstrated in planning and preparing learning sessions for large or small groups of adult learners in literacy, numeracy or oral communication work; it is concerned with the selection, preparation and adaptation of participative and collaborative activities and exercises.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Activities and exercises may include:

- prepared learning games, roleplays and simulations
- planned discussion sessions
- learner presentations and other inputs, followed by feedback from the group
- joint activities, e.g. writing to the paper; building up a company budget; costing a job; simulating a financial transaction.

Element C5.5 – Select, adapt and prepare resource materials to support self-managed learning

This Unit excludes the use of IT; see Unit C7 for IT.

Performance criteria

a. *resource materials* appropriate to self-managed learning are identified and selected from existing sources

b. where existing resource materials are not suitable, they are *adapted* to meet the requirements of self-managed learning

c. *support materials* are accurate and in a style and format appropriate to the needs and capabilities of learners

d. resource materials are appropriate and usable within the environment in which self-managed learning will take place

e. materials from external sources are adapted and used within the constraints of copyright law

f. resources selected are within agreed budgets

Range

This element should be demonstrated in planning and preparing learning sessions for adult learners in literacy, numeracy or oral communication work; it is concerned with the selection and adaptation of materials, and with the preparation of any equipment to be used in the encouragement of self managed learning.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Resource materials include:

- published open learning courses
- home-produced self-learning programmes
- text, audio and video
- adaptations of non-specialist open and flexible learning materials

Adaptations can include:

- re-use of material but with different activities suggested
- simpler versions based on existing materials

Support materials include:

- guides for learners on how to use the material (text, audio or video).
- guides for users on how to access materials
- written or audio advice on where to get further practice
- written or audio advice on progression to next level

Knowledge and understanding requirements for Unit C5

General

These apply to all candidates; they will be expected to demonstrate knowledge and understanding of:

- the variety of starting points, learning experiences and styles that a group of adult learners may present and the ways in which these may shape their expectations
- how to integrate literacy, language, numeracy and oracy in session planning if necessary
- how to recognise and select suitable materials which are relevant to adults in terms of:
  - interest and relevance
  - illustration and design (including the avoidance of stereotypes)
  - grading and vocabulary control (including awareness of its uses and limitations)
- how to integrate individual learning objectives within an overall learning session
- awareness of some of the special learning needs adults may have and knowledge of where specialist help may be available
- how to analyse the negotiated goals of a learning session in terms of the basic skills components involved and write learning objectives derived from this
- how to plan learning sessions which reflect comment and feedback from learners
- how to take account of the wide range of source materials including print, audio, student writing, photos, videos, popular media, people and places when planning learning sessions
- how to choose or create learning materials to meet group and individual needs
- the constraints and requirements of working environments where learners may be practising a learning activity, e.g. the workplace or training programme, or other educational course.

Literacy

Candidates will be expected to show that they have understanding of:

- how to design, make and adapt reading materials which are relevant and attractive
- how to gauge the suitability of texts and, where appropriate, simplify them without losing the adult interest level.

Numeracy

Candidates will be expected to show that they have understanding of:

- how to distinguish between relevant and irrelevant arithmetical tasks in learning materials and modify materials accordingly
- the language of mathematics and how to explain and modify that language where appropriate
- how to prepare materials and session plans which encourage the use of estimation and approximation.

ESOL

Candidates will be expected to show that they have understanding of:

- the range of approaches to language teaching including matching language to context, functional, structural and grammar based approaches, and the issues involved in integrating these into a coherent learning session
- how to negotiate a learning session with learners bearing in mind different levels of competence in oracy and literacy
- how to prepare session plans which relate the four language skills to other learning objectives
- how to design, make and adapt listening and reading materials which are relevant to a learner's needs
- how to gauge the suitability of listening and reading materials for a particular learner
- how to gauge the suitability of texts and, where appropriate, simplify them without losing the adult interest level.

Element C6.1 – Present information to learners

Performance criteria

a. *information* is clear and accurate and presented in a tone, manner, pace and style appropriate to the needs and capabilities of learners

b. *visual support* materials are legible, accurate and used in a way which enhances the clarity of the information presented

c. learners are encouraged to ask questions, seek clarification and make comments at identified and appropriate stages in the session

d. clear and accurate supplementary and summary information is provided on request and when appropriate to reinforce key learning points.

Range

This element should be demonstrated through formal inputs to learners on specific subjects; it can include large and small groups or individuals, alone or in a group format, where a clear input or explanation is needed. It concerns work with adult learners in literacy, numeracy or oral communication.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Information includes:

- principles or rules which are of interest to all learners in the group
- facts or points of view which challenge or stimulate learners to respond
- short talks which form the starting point of an exercise in, e.g. comprehension or calculation.

Visual materials include:

- OHPs, slides, handouts, flipcharts, board work, etc.

Element C6.2 – Demonstrate skills, methods and procedures

Performance criteria

a. *demonstrations* are based on a valid and structured analysis of skill or procedure components

b. the steps towards gaining skills are presented as a realistic and accurate reflection of real practice and are paced and sequenced to maximise the learning

c. learners are encouraged to ask questions and seek clarification at appropriate stages in the demonstration

Range

This element should be demonstrated in sessions with individuals or groups, where it is useful or appropriate to be shown a procedure or a skill in action, such as a social situation (oral work), telephone greetings, numerical procedures such as spreadsheet functions, context cueing (literacy work).

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Demonstrations may include:

- use of demonstration methodologies, eg explaining, demonstrating, inviting learners to follow or attempt it on their own
- use of techniques such as silent demonstration (tutor demonstrates silently, and only speaks in answer to a question).

Element C6.3 – Provide opportunities for discussion and collaborative groupwork

Performance criteria

a. learners are encouraged to share ideas and co-operate with each other

b. learners are encouraged to seek clarification and to raise rerlevant issues in the group for comment and review

c. appropriate ideas and activities suggested and agreed by the group to help achieve the learning objectives are integrated into the programme

d. where possible, any problems with individual learners are dealt with in the group through discussion; otherwise alternative arrangements are made

e. major learning points, conclusions, agreements and conflicts are clearly summarised by the tutor or learner

f. *methods of group management* are used

g. *methods of delivery* are appropriate to the learning group

h. the *environment* is suitable for group learning.

Range

This element should be demonstrated in delivering and managing learning sessions for adult learners in literacy, numeracy or oral communication work; it focuses on structured groupwork, and on the use of small group work and pairs work with reporting and feedback to plenary.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Methods of group management include:

- agreeing and reviewing group goals
- working individually, in pairs and small groups
- inviting and encouraging learners to make presentations
- seeking to involve all members of the group in discussions and activities with sensitivity to individual needs, cultural factors and/or group pressure.

Methods of delivery may include:

- a conference format, with formal inputs mixed with syndicate work (e.g. extended learning events and conferences)
- team building activities with group projects, games or simulations
- debates
- presentations and other inputs from learners
- group problem-solving work
- group discussion

A suitable environment refers to:

- the organisation of tables, chairs, etc., which invites equal participation from all learners.

Element C6.4 – Provide feedback which enables learners and groups to learn from their experience

Performance criteria

a. the timing and type of *feedback* is negotiated and agreed with learners

b. learners are provided, on request, with accurate factual feedback on their performance

c. learners are advised on *options*, choices and criteria which are realistic and achievable for them

d. in groupwork, appropriate tutor *interventions* are made within the criteria agreed with the group at points where group processes are likely to inhibit individual or group learning

e. tutor interventions are non-threatening, emphasise positive achievements of individuals and the group and identify group processes and specific forms of behaviour which are inhibiting learning

f. positive achievement is realistically evaluated and fed back to learners at appropriate intervals

g. learners are encouraged to give *feedback* on the appropriateness and usefulness of the feedback given to them.

Range

This element should be demonstrated throughout the full range of literacy, numeracy and oral communication learning situations, although it may take different forms in different settings (e.g. in large groups or one-to-one work). The focus is on effective, useful and sensitive feedback which helps learners to build on achievements and make progress.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Feedback may include:

- verbal comments during sessions
- written comments on work given in
- comments for groups or individuals

Options, choices and criteria for feedback may include:

- how often it is given
- how precise or general it is
- how detailed or comprehensive it is (or is not)
- any chosen signalling (e.g. please help me only if I say 'help')

Interventions can be:

- comments on the progress towards completing an activity in a timescale
- comments on the approach a group is taking, e.g. unwillingness to get to the point
- interventions to help prevent domination by individuals or cliques
- feedback on atmosphere in the group
- indications of the tutor's own feelings about what is happening
- clear feedback on what the tutor would like from the group

Learner feedback may include:

- indications of how the learner would prefer tutor to deal with mistakes
- indications of preferred learning approaches

Element C6.5 – Manage learner-centred tutorial sessions

Performance criteria

a. *sessions* are responsive to what learners bring without becoming diverted from the agreed objectives of learners

b. sessions are varied, with changes of activity, pace and tone to suit the stamina and interest levels of learners

c. opportunities for individual work are provided if requested

d. individual learners are involved in planning and running the session and future activities

e. time is spent reviewing past work and planning ahead

f. a range of activities is prepared and available for use if needed.

Range

This element should be demonstrated in delivering learning sessions for adult learners in literacy, numeracy or oral communication work; it is concerned with the need to be flexible, and to adapt the session programme to what learners bring with them, or to issues which may arise as the session proceeds.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Types of learning sessions may include:

- individual tutorial time
- inputs from tutor, learners or visitors
- open-ended discussions
- pairs work or team activities

Element C6.6 – Help learners to plan self-managed learning projects

Performance criteria

a. *projects* are related to the learners' agreed objectives and priorities

b. any materials used are relevant, and appropriate in terms of clarity, level and learning content

c. *support opportunities* (from the tutor or from others) are planned

d. others involved in support are *briefed and prepared*

e. time is planned in for reviewing progress and dealing with problems

f. sensible and achievable learning objectives are set and agreed

g. review dates are arranged.

Range

This element should be demonstrated in tutorial sessions with individuals where they are planning to carry out self-learning, at home or at work, using materials and resources provided by the centre or obtained by the candidates themselves. The focus is on the way learners are prepared for the issues they will face, and the degree of support that can be arranged for delivering learning sessions for adult learners in literacy, numeracy or oral communication work.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Self-managed projects may include:

- correspondence or distance learning courses
- work-based projects
- structured survey or project work away from the centre
- independent learning activities

Support may mean:

- tutorial sessions at regular or irregular intervals
- access to telephone support
- access to others who can help ('mentors', work colleagues, other tutors or students, managers, family etc.)

Briefing supporters may involve:

- structured briefing sessions
- written briefing
- access to telephone support
- short training programmes.

Support the use of information technology

Element C7.1 – Select and specify IT dependent learning material

Performance criteria

a. *IT dependent learning materials* relevant to the learning objectives are identified and selected from existing sources

b. where existing materials are not suitable but are potentially adaptable, they are adapted to meet the requirements of the learning programme

c. materials are accurate and in a style and format appropriate to the needs and capabilities of users

d. materials are *adapted* and used within the constraints of copyright and software licensing laws and codes of practice.

Range

This element should be demonstrated in places where IT dependent learning is used to develop basic skills. It focuses on the processes of selection and adaptation.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or oral communication.

Explanations of italicised key terms used in the element and performance criteria

IT dependent learning materials may include:

- dedicated software designed for literacy, numeracy and language work
- standard business applications (wordprocessors, spreadsheets, databases, graphics, desk-top publishing), which are used in the context of the delivery of literacy, numeracy or ESOL.

Adaptation may mean:

- creating text based support material to enhance and support the use of other packages.

Element C7.2 – Advise learners on the function and operations of IT-dependent learning equipment

Performance criteria

a. learners are given clear and accurate information, instructions and demonstrations on the purpose and operation of equipment and applications

b. learners are given accurate and relevant health and safety information which applies to the equipment

c. learners are supplied with the appropriate reference and instructional materials for the equipment and application

d. clear and accurate explanations and interpretations of equipment operation and reference/instructional materials are given on request and in cases where learners are visibly encountering difficulties with system operation

e. learners are given the opportunity to ask questions and seek clarification.

Range

This element should be demonstrated where IT-dependent learning is used to develop literacy, numeracy and language skills.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises. The delivery of learning opportunities can cover literacy, numeracy or ESOL.

General

These apply to all candidates; they will be expected to demonstrate knowledge and understanding of:

- how to work effectively in a range of situations including:
  - a group of learners
  - a group of learner/tutor pairs
  - individuals in an open learning environment
- how to create an environment which facilitiates:
  - group interaction and equality of opportunity/access
  - mixed ability learning
  - sense of value given to the cultural and linguistic resources in the group
- how to work effectively with volunteers
- how to promote and encourage the development of self-learning
- how to choose from a range of approaches and methods and select appropriate methods to suit the needs of the group
- the range of available IT-dependent learning material suited to their specialist field
- the potential of business applications to this type of work (e.g. spreadsheets for numeracy; wordprocessing and desktop publishing for communication skills development)
- key terminology and its implications, for example, user interface; operating system, etc
- the basic procedures for installing and setting up IT-dependent learning materials
- a range of possible problems, and a range of solutions available without recourse to help from technicians
- the type of problem for which technical help is required

Literacy

Candidates will be expected to demonstrate knowledge and understanding of:

- how to use discussion to develop learner interest, reading and writing
- how to select from a range of approaches or methods to form a coherent learning programme including:

  a. for reading:
  - language experience
  - context cueing
  - whole word methods
  - the use of phonics
  - functional approaches
  - use of mother tongue (where appropriate)
  - use of different strategies according to purpose for reading

  b. for writing:
  - language experience
  - sentence completion
  - functional approaches
  - distinguishing between composition and transcription
  - approaches to overcome spelling difficulties
  - stimulating creative and other forms of writing
  - raising awareness of appropriateness in writing for different purposes
  - placing spelling and grammar in perspective
- how to help learners manage information systems by using indexes, classification systems, dictionaries, etc.

Numeracy

Candidates will be expected to demonstrate knowledge and understanding of:

- the uses of mathematics in different cultures
- how and when learners' literacy or language ability may affect numeracy skills development, and what to do about it
- a range of appropriate methods for working with a group of numeracy learners of mixed ability
- how to explain and, if necessary, modify the language of mathematics
- a range of techniques to help learners develop problems solving skills
- how to use discussion to help learners integrate learning numeracy with their concerns and aspirations
- the range of techniques and topics which is appropriate, including
  - budgeting and financial planning
  - the use of aids and equipment (e.g. calcuators)
  - the use of vocational examples, derived from NVQs or other national standards
  - the use of concrete examples and real life tasks
  - the integration of real life examples from learners' pool of knowledge

ESOL

Candidates will be expected to demonstrate knowledge and understanding of:

- how to use learners' first languages to promote learning for, eg
  - developing contrasting and comparative strategies
  - mother tongue translations and interpretation
  - using bilingual materials

Knowledge and understanding requirements for Units C6 and C7 (continued)

- how to raise awareness of cross cultural issues in communication
- how to present language through contexts based on life, interersts and expectations of learners taking care to
  - avoid stereotypes
  - encourage a multicultural perspective
  - facilitate integration in a group
- how to develop learners' participation in their own learning by
  - fostering group discussion
  - developing negotiation skills
  - fostering and developing assertiveness
- how learners' first language may influence pronunciation, spelling and word order in English
- how to teach specific skills, e.g. grammar, vocabulary, language functions and structures, to a range of learners using formal and informal methods, including: teaching skills as a part of communication activities, or using focused grammar exercises
- how to cater in a group for a range of levels, abilities and interests by using a variety of approaches and materials
- methods which can link language learning with learning a technical craft or skill
- how to help learners place spelling and grammar in perspective
- how to use a range of methods to help learners improve their pronunciation and intonation in English including minimal pairs, use of tape recorder, phonetic and tonetic methods
- how to help learners manage information systems by using indexes, classification systems, dictionaries, etc
- how to select from a range of approaches or methods to form a coherent learning programme including:

  a. for listening and speaking:
  - aural/visual aids
  - drills
  - dialogues
  - role plays
  - communicative activities

  b. for reading:
  - whole word methods
  - use of phonics
  - context cueing
  - functional approaches
  - use of different strategies according to purpose for reading

  b. for writing:
  - sentence completion
  - functional approaches
  - approaches to overcome spelling difficulties
  - how to stimulate writing
  - how to raise awareness of appropriateness in writing for different purposes

Unit C8: Support the application of learning

Element C8.1 – Help learners to apply learning

Performance criteria

a. a range of *opportunities to enable learners to apply what they have learned* is identified

b. the range of opportunities provides for the achievement of agreed *standards of performance*

c. the *resources required* to enable learners to apply what they have learned are identified and agreed

d. *plans* which provide opportunities for learners to apply what they have learned are agreed

e. appropriate information, advice and assistance is given to *those who support the application of learning*

Range

This element should be demonstrated in tutorial sessions with individual learners where they are planning to put their literacy, numeracy or oral communication skills learning into practice at home or at work. It will involve setting targets for home or work practice, and may require support from others such as colleagues, line managers or family.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Opportunities for applying learning may include:

- carrying out work, study, family or recreational tasks which involve the use of new skills
- completing tasks set as 'homework' based on learning acquired
- performing specific actions which were formerly too difficult
- Involvement in new ventures, e.g. enrolment in courses or training; application for jobs or promotion; participation in social/community activities

Standards of performance may include:

- NVQ elements which require communication or number
- BSAI or comparable specific standards
- measurable objectives agreed by the tutor and the learner

Resources may include:

- written descriptions of tasks to be undertaken
- written reference materials
- supporters or mentors at work or elsewhere

Plans may include:

- TEC programme action plans
- personal 'action plans' with targets for practice in a format agreed by the tutor and the learner

Those who support the application of learning may include:

- colleagues or fellow learners
- line managers/supervisors
- family/social contacts
- volunteer tutors/mentors

Element C8.2 – Monitor and assess the effectiveness of the opportunities for learning

Performance criteria

a. valid and reliable evidence on individual learner's progress is collected from appropriate sources

b. *evidence from learners* is accurately interpreted against the *learning objectives* to be achieved

c. achievements are identified and recorded in an *appropriate format*

d. accurate information describing objectives achieved and objectives remaining to be achieved is *fed back to learners* in a manner which promotes and encourages learner confidence and self-esteem

e. where achievement is below expectations, additional learning needs and potential problems are reviewed and discussed with the learner

f. a revised learning programme which has the potential to achieve learning objectives and overcome problems is agreed with the learner

g. *feedback from learners* on their experience of the learning approaches being used is solicited and, where possible, incorporated into future plans

Range

This element should be demonstrated in tutorial sessions with individuals where they are reviewing progress and where the effectiveness of the learning provision for literacy, numeracy and oral communication is being monitored. Equal stress should be placed on the performance of both parties – learner and tutor – in the review.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Evidence from learners includes:

- work successfully achieved by the learner
- tasks demonstrated in assessment conditions (e.g. using BSAI)
- results of appropriate assessment instruments used by properly qualified professionals

Learning objectives are:

- nationally recognised standards (e.g. NVQs, BSAI, RSA, City & Guilds, BTEC, GCSE, other)
- locally recognised standards (e.g. Open College Federation Awards)
- measurable and sensible objectives agreed by the tutor and learner together

Appropriate formats could be:

- progress profiles (e.g. ALBSU Progress Profile) or records of achievement
- NROVA
- personal files and portfolios

Feedback to learners is:

- based on the work they have done and the opportunities for learning available to them
- specific and can be acted upon positively and usefully
- honest and adult in approach
- encompasses the need to plan and replan in the light of experience

Feedback from learners is:

- encouraged in a serious and meaningful manner
- interpreted in ways that can be used in planning provision
- incorporated into the process of reviewing as a matter of course.

Knowledge and understanding requirements for Unit C8

General

These apply to all candidates; they will be expected to demonstrate that they have knowledge and understanding of:

- a range of methods for helping learners to set their own goals and assess their own progress
- a range of practical and appropriate monitoring techniques (e.g. against individual achievement of documented objectives).
- the requirements for literacy, numeracy and oral communication in learners' lives, work and study, and the opportunities for putting into practice skills learned
- a range of learning and other opportunities learners may move onto and the barriers to access they may experience
- the styles of operation, the constraints and demands of other organisations, which influence the way in which basic skills may be developed, used or demonstrated
- current issues in education, training and work which determine the requirements for basic skills, e.g. NVQs/VQs, changed working practices; health and safety requirements; quality standards for organisation, e.g. BS 5750.

Phase D: Evaluate Learning

Overview

This phase contains three units and twelve elements.

It is about both formative and summative assessment – using the processes of reviewing against plans to evaluate the effectiveness of learning, for the learner's benefit and for the organisation. It includes the formal processes needed to assess evidence of competence when using national standards such as NVQs.

The Units and elements are:

Unit D9: Evaluate the achievement of outcomes against objectives

This unit covers the techniques and processes involved in evaluating the success of learning programmes, judged against both individual and organisational objectives.

The Unit includes two elements:

Element D9.1

Evaluate learners' performance against their objectives

This is about working with individual learners to evaluate their performance over time, against their own objectives.

Element D9.2

Evaluate learning programmes against overall objectives

This is about evaluating the effectiveness of total provision, at the level, e.g. of individual courses or particular programmes leading to NVQs.

Knowledge and understanding requirements for Units D9, D10 and D11 are found after each Unit.

Unit D10: Modify and Adapt Learning Plans

This unit covers the continuous process of modification and adaptation which is necessary when learning programmes are sensitive to the development of learners and to changes that can be caused both by individual factors, (e.g. because someone has changed his/her mind) or external ones, such as changes in the demands of a job.

The Unit includes four elements:

Element D10.1

Modify and adapt learning programmes

This is about the process of adapting learning programmes to address changes in learner's needs and objectives.

Element D10.2

Modify and adapt individual and group approaches to learning

This is about adapting the way learning is structured and carried out, to meet changes in learner preferences, or changes arising from successful learning.

Element D10.3

Provide feedback to learners on their achievements

This is about giving effective feedback to learners to help them learn.

Element D10.4

Help learners extend their learning goals and aspirations

This is about enabling the learner to consider new opportunities. It may involve others in providing information to encourage wider aspirations.

Unit D11: Assess Learners and Collect Evidence of Competent Performance

This unit covers the procedures associated with delivering competence-based programmes, particularly where evidence is needed towards an award.

The Unit includes six elements:

Element D11.1

Identify opportunities for collecting evidence of competent performance

This is about planning how to collect valid and useful evidence in a competence-based programme.

Element D11.2

Collect and judge performance evidence against criteria

This is about managing the collection of performance evidence, and participating in deciding its value.

Element D11.3

Collect and judge knowledge evidence to support the inference of competent performance

This is about managing the collection of knowledge evidence, and deciding its significance.

Element D11.4

Record achievement and provide feedback to learners

This is about using the appropriate recording systems and documentation.

Element D11.5

Provide assessment opportunities for learners

This is about managing specific opportunities for candidates to be assessed where this is necessary (e.g. where it cannot happen 'naturally').

Element D11.6

Collate, recommend and submit assessment documentation

This is about handling and processing assessment documentation in the correct way.

Unit D9: Evaluate the achievement of outcomes against objectives

Element D9.1 – Evaluate learners' performance against their objectives

Performance criteria

a. valid *evaluation methods* for individual and group performance are used fairly and correctly

b. *valid and reliable evidence* on individual and group performance is collected from appropriate sources

c. evidence is interpreted against the learning objectives to be achieved

d. the *achievement of outcomes* is identified and recorded in an appropriate format

Range

This element should be demonstrated through the processes of formative and summative assessment in literacy, numeracy and oral communication.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Evaluation methods include:

- progress against agreed objectives taking into account factors such as timescale
- achievement of standards such as BSAI, etc.
- overall group performance in achieving particular syllabi

Valid and reliable evidence can include:

- individual evidence of performance in specific elements of competence
- evidence of performance demonstrated in individual or group learning sessions

Achievement of outcomes can be recorded on:

- records of achievement
- NROVAs
- in-house progress profiles

Element D9.2 – Evaluate learning programmes against overall objectives

Performance criteria

a. *valid evaluation methods* for the learning programme are used

b. all relevant elements of the learning programme are evaluated

c. *additional evidence* about the learning programme is collected from appropriate sources

d. *valid and reliable evidence* about the learning programme is interpreted against the objectives to be achieved

e. the achievement of objectives is identified and recorded in an *appropriate format*

Range

This element should be demonstrated in reviewing the success of literacy, numeracy and ESOL programmes against the goals and the curriculum laid down by the organisation.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Validation evaluation methods are:

- group's performance against the total syllabus requirement
- involvement of learners in formal feedback processes, e.g. through questionnaires on method and content

Additional evidence sources may include

- employers
- subject specialist tutors or trainers
- supervisors

Valid and reliable evidence on learning programme effectiveness includes:

- achievement of NVQ tagets or other standards e.g. BSAI
- feedback from employers or other tutorial or training staff
- achievement of locally determined targets

Appropriate recording formats include:

- returns to funding bodies
- returns to awarding bodies
- records of employer feedback on performance
- agreed evaluation report formats to scheme organiser or line manager.

Knowledge and understanding requirements for Unit D9

General

These apply to all candidates; they will expected to show that they know:

- the characteristics of good learning objectives
- the difference between objectives and outcomes
- the main issues involved in evaluating learning programmes, including the choice of criteria such as cost effectiveness, policy implementation, community development, increased efficiency in the use of staff, etc
- the aims and objectives of the learners' employing, education or training organisation, and the role the candidates play in achieving them, where applicable
- factors that may affect the planning of future programmes, e.g. new qualifications, new awards, changes in the employment and labour markets, growth or decline in unemployment rates.

Literacy

Candidates will be expected to show that they know:

- the range of opportunities for literacy accreditation
- the potential significance of literacy in helping or handicapping learners in the achievement of other awards
- how to analyse the literacy demands of other awards and syllabi.

Numeracy

Candidates will be expected to show that they know:

- the range of opportunities for numeracy accreditation
- the potential significance of numeracy in helping or handicapping learners in the achievement of other awards
- how to analyse the numeracy demands of other awards and syllabi.

ESOL

Candidates will be expected to show that they know:

- the range of opportunities for English language accreditation
- the potential significance of English in helping or handicapping learners in the achievement of other awards
- how to analyse the English language demands of other awards and syllabi.

Element D10.1 – Modify and adapt learning programmes

Performance criteria

a. *evaluation results* are used to decide on modifications and adaptations to learning programmes

b. *modifications* and adaptations which have the greatest potential for success are selected and promoted

c. learners and decision makers are given *opportunities to participate* in the decision to modify the programme

d. appropriate modifications are recorded and disseminated to interested parties

e. opportunities for comment are provided.

Range

This element should be demonstrated through reviews with learners in which they participate in changing the content of their learning programme, and the methods used, in the light of their own development or externally driven changes, perhaps at work.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Evaluation results include:

- overall performance of learners in a given time period, including percentage gaining recognised awards (Wordpower/Numberpower, GCSE, BTEC, RSA, City & Guilds, etc)
- overall effectiveness of the programme in meeting targets set by the scheme or organisation

Modifications include:

- changes in selection of objectives, priorities, subjects, topics, awards and other key learning programme elements such as the syllabus, for the group or individual

Opportunities to participate include:

- sessions to negotiate changes with groups of learners
- sessions to negotiate changes with decision makers.

Element D10.2 – Modify and adapt individual and group approaches to learning

Performance criteria

a. *evaluation results* are used to decide on modifications and adaptations to learning approaches, methods and processes

b. *modifications and adaptations* which have the greatest potential for success are selected and promoted

c. learners and decision makers are given *opportunities to participate* in the decision to modify the approaches

d. appropriate modifications are recorded and disseminated to interested parties

e. opportunities for comment are provided.

Range

This element should be demonstrated in individual or groups sessions, where the approaches adopted are modified in consultation with the learners, e.g. because the methods chosen have not worked and others need to be tried.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Evaluation results include:

- *the learner's achievement of recognised awards (BSA or other)*
- the learner's achievement of negotiated targets
- feedback from the learner on his/her own sense of performance and achievement
- feedback or comment from other interested parties, eg employers, other tutors or trainers

Modifications and adaptations may include:

- changes to options in learning processes, activities, exercise methods, material, media (including IT) and facilities
- *referral of individuals to more appropriate forms of learning or tution*

Opportunities to participate include:

- *regular review sessions.*

Element D10.3 – Provide feedback to learners on their achievements

Performance criteria

a. the *feedback provided* to individuals and/or groups is reasonable and accurate

b. any *sources of evidence* from which the feedback is derived are identified to learners

c. feedback is provided in a manner which enhances self-confidence and self esteem

d. *feedback* is given in a manner which encourages learners to evaluate their own learning performance

e. learners are helped to interpret feedback and identify appropriate action.

Range

This element should be demonstrated through the process of giving feedback to learners on their performance in literacy, numeracy or oral communication in ways which help them, and which follow sound principles.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Feedback includes:

- spoken or written comments to individuals and groups about learners' performance

Sources of evidence include:

- feedback from employers, colleagues or other tutors
- witness evidence of successful demonstration of competence

Feedback should be:

- concerned with distinct and specific elements of the learners' performance
- focused on areas of particular interest to learners where possible
- where possible, about topics which have been negotiated in advance with learners
- capable of being acted upon – not too general or wide ranging.

Element D10.4 – Help learners extend their learning goals and aspirations

Performance criteria

a. learners are encouraged to *review their learning goals* and *aspirations* at *suitable intervals*

b. *information is provided* which enables learners to consider new options

c. revised goals are recorded and stored in an *agreed form*

d. revisions are formulated and promoted which have the greatest potential for success

e. where appropriate, revised goals are expressed in the form of *recognised standards of competence.*

Range

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Reviewing is normally:

- one to one or in small groups

Aspirations may include:

- personal life, work, education or training goals, achievement of which depends on awareness of opportunities and increased self-confidence, as well as on improved basic skills

Suitable intervals may be:

- monthly or quarterly, allowing adequate time for things to change

Information on new options may include

- educational and careers advice and guidance
- information on job and training opportunities
- requirements of specific jobs
- requirements of voluntary services
- calendars of community and social activities

Information may be:

- in written, audio or video format
- prepared by tutor or published promotional/advertising material
- a presentation by visiting specialist
- through an exploratory visit by learners to another course, agency, organisations, etc
- in response to written or verbal enquiries made by the learner

Information may be obtained from:

- teachers of other courses
- other professionals e.g. educational, careers or employment guidance services
- training providers
- employers
- staffing or personal officers of local employers
- recruiting officers for voluntary or other services
- community activity organisations

Agreed forms of recording may be:

- a personal action plan

Recognised standards include:

- nationally recognised standards, e.g. BSAI, NVQs, VQs, GCSE, etc.
- locally recognised standards, e.g. Open College Federation Awards
- job entry requirements, e.g. entry tests for police, nursing, armed forces, fire and ambulance services.

Knowledge and understanding requirements for Unit D10

General

These apply to all candidates; they will be expected to show that they have knowledge of:

- the range of standards, learning programmes and syllibi provided by external bodies (e.g. BSAI, GCSE, GNVQ, NVQ, others)
- how to differentiate between competence objectives and knowledge objectives
- a range of action planning and recording systems currently in use
- definitions of competence, as used in current UK educational and training vocabulary
- the rationale for competence based education and training
- principles of good feedback (specific, can be acted upon, etc)
- how to incorporate confidence building into the curriculum and, where possible, assess progress in this.
- how to facilitate discussion in which learning goals and methods are reviewed in the light of experience so as to minimise any loss of self esteem
- a range of opportunities in education and training and at what point to draw learners' attention to them
- where and how to get, information about paid and unpaid employment and social opportunities which may be of interest to learners
- who to approach regarding setting up networks and routes for progression to further opportunities for learners.

Element D11.1 – Identify opportunities for collecting evidence of competent performance

Performance criteria

a. *opportunities* identified are relevant to the competence or knowledge objective to be assessed

b. *naturally occurring sources of evidence* are exhausted before simulated and alternative sources of evidence are considered

c. when there is insufficient natural performance evidence available, appropriate and approved methods for collecting simulated and *alternative evidence* are selected

d. in cases where more evidence is needed, *advice is sought* on additional approaches, including any tests required

e. the assessment plan is discussed and agreed with learners and others who may be affected and is designed to minimise disruption to normal activity

f. the opportunities selected ensure equality of access to fair and reliable assessment

Range

This element should be demonstrated through the planning of evidence collection. This will involve the learner, but is likely also to need participation from others such as work colleagues, supervisors or other tutors in an education setting. All these aspects will be relevant.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Opportunities include:

- times when the learner is using basic skills while carrying out paid or unpaid work
- tasks which provide tangible evidence of literacy, numeracy or oral communication in use

Naturally occuring sources of evidence are:

- tasks which the learner would have carried out in the course of working or dealing with everyday situations

Alternative sources include:

- simulations, role plays, written assessment tasks

Advice may come from:

- awarding bodies, moderators and validators, trainers, tutors, supervisors, employers.

Element D11.2 – Collect and judge performance evidence against criteria

Performance criteria

a. learners' performance is accurately judged against *learning objectives*

b. preset simulations and tests are correctly administered

c. only the specified assessment criteria are used to make judgements

d. the evidence used for assessment is solely the result of learners' performance

e. the candidate is as unobtrusive as is practicable while observing the learner

f. difficulties in interpreting performance criteria are referred to the *appropriate authority.*

Range

This element should be demonstrated through the process of making judgments about the relevance of evidence of competence in literacy, numeracy and oral communication, to the standards it is meant to illustrate.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Learning objectives may include:

- locally agreed and approved standards
- NVQ, Lead Body standards, BSAI

The appropriate authority will be:

- the national or local awarding body

Element D11.3 – Collect and judge knowledge evidence to support the inference of competent performance

Performance criteria

a. *appropriate questions* for evaluating learners' knowledge are selected to provide sufficient additional evidence to infer competent performance

b. oral evidence from probing questioning is valid and justifiable in relation to potential performance

c. questions are effective in providing information regarding learners' knowledge

d. pre-set oral and written tests are correctly administered

Range

This element should be demonstrated through the process of questioning and facilitating learners, giving them opportunities to show underpinning knowledge which provides a rationale for their actions.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Appropriate questions may be:

- based on any documented recommendations on knowledge and understanding provided in the local or national standards
- a combination of open and closed questions, to check both factual knowledge as well as general principles or understanding of issues or problems.

Element D11.4 – Record achievement and provide feedback to learners

Performance criteria

a. *summative evaluations* are justifiable in terms of the evidence collected and supported by appropriate assessment records

b. summative evaluations are recorded accurately and legibly in an *approved format* and are passed on to the next stage of the recording/certification process promptly

c. information given to learners clearly indicates whether or not the performance criteria have been met

d. feedback is given as soon as practicable following assessment and is designed to encourage confidence and development

e. the learner is encouraged to seek clarification and advice.

Range

This element should be demonstrated through the process of giving feedback to learners not just about their literacy, numeracy and oral communication work, but about their performance in assessed work; this will also involve setting down an agreed record of the results.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Summative evaluations are:

- the decisions the candidate makes as to the competence of learners

Approved formats are:

- NROVA
- Logbook or other record keeping document provided by Awarding Bodies, or relating to local body from which local standards are derived.

Element D11.5 – Provide assessment opportunities for learners

Performance criteria

a. *opportunities* identified are relevant to the objectives being assessed

b. supplementary *non-performance* evidence requirements are accurately identified

c. a complete and realistic *assessment plan* is developed from discussion with the learner and others who may be affected, and is designed to minimise disruption to normal work activity

d. a sufficient bank of relevant opportunities is available to learners

e. negotiations with providers of assessment opportunities are carried out in a manner which promotes goodwill and maximises the provision of relevant opportunities

f. the opportunities selected ensure equality of opportunity of access and fairness.

Range

This element should be demonstrated through the management of assessment opportunities in literacy, numeracy and oral communication which are appropriate and relevant; they will often involve others, and require considerable planning and organising.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Assessment opportunities include:

- creating a plan which will enable competence to be assessed as far as possible in a natural way; this will involve the learner and all other interested parties
- making all the arrangements necessary to get the plan carried out
- liaising with and supporting others who are involved in implementation – learners, supervisors, other tutors etc.

Non performance evidence includes:

- knowledge and understanding – to be collected by questioning or written responses
- witness testimony on past performance.

The assessment plan will:

- offer a choice of times and venues
- indicate how to deal with typical problems or issues
- indicate what help is available, and how to get it

Element D11.6 – Collate, recommend and submit assessment documentation

Performance criteria

a. complete, accurate and countersigned *assessment records* are available for each learner

b. incomplete and potentially inaccurate assessment records are returned to the relevant awarding body assessors with relevant and appropriate commentaries and recommendations about changes in assessment practice and procedures

c. the available evidence is accurately judged against the performance criteria and range statements for national standards and against appropriate criteria for local standards

d. where there is sufficient valid and reliable evidence available to make a positive judgment, a positive recommendation is made

e. where there is insufficient evidence to make a positive judgment, additional evidence requirements are identified and communicated to the appropriate assessor

f. in cases where local unit accreditation is available, complete and accurate records of learners' achievement are entered into appropriate records of achievement

g. complete, accurate and justifiable recommendations for the award of units, certificates or other recognition are promptly passed on to the appropriate awarding body or authority

h. assessment documents are complete, accurate, legible, up to date and available on request to appropriate authorities

i. significant and relevant information and variances concerning the assessment process are passed on to the relevant authority accurately and promptly.

Range

This element should be demonstrated where candidates are involved in using official documentation on which summative achievement is recorded.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Assessment records may include:

- completed documentation supplied by awarding bodies
- completed logbooks, portfolios, etc., as specified or acceptable to awarding bodies
- evidence of completion of recognised training courses.

Knowledge and understanding requirements for Unit D11

General

These apply to all candidates; they will be expected to show that they know:

- a range of national awards that are appropriate to the learner's subject, and likely changes (including any development towards a European approach)
- the work of NCVQ and the range of NVQ awarding bodies
- the development, structure and approach of NVQs
- the administrative arrangements and support systems which exist for the main award systems
- the rules of evidence as they apply to competence based awards
- other awards (GCSE, BTEC, GNVQ, Open College Federation awards, and local recognition), how they fit into the national picture and their potential relevance to this area of work
- the principles of evidence collection
- the range of methods for evidence collection
- the range of appropriate record of achievement formats, and current debates likely to result in changes
- contextual features that may affect performance (e.g. fear of failure), and how to take these into account (or not) when making judgments
- how to design and set up an assessment plan (i.e. what should be covered)
- how to meet the criteria demanded by the awarding bodies (e.g. documentation).

Phase E: Co-ordinate and Organise

Overview

This phase contains two units and six elements.

It is about the co-ordination and organisation of learning, including the supervision of teaching staff, who may be work colleagues, volunteers, mentors, teachers, tutors or trainers from other specialisms working with basic skills learners. It requires awareness of the factors affecting teachers' performance, and the implementation and monitoring of organisational and legal requirements such as health and safety and equal opportunities. It also covers planning the programme through timetables, allocating staff to learners or groups and making sure that stocks of necessary material are kept at the required levels. It assumes that candidates will themselves be operating within a supervised environment, and will not have primary responsiblity for all aspects of the management of the learning centre they work in.

The Units and elements are:

Unit E12: Plan, monitor and control the use of resources

This unit covers the exercise of responsiblities in planning and supervising teaching/training staff working with learners and using resources. It includes important processes such as timetabling and the development and maintenance of resources and materials, as well as the support and monitoring of staff performance.

The Unit includes two elements:

Element E12.1

Plan the use of resources

This is about resources in the wide sense which includes time and people as well as consumables and materials; it focuses on the need to plan the best use of what is available.

Element E12.2

Monitor and control the use of resources

This is about the activities involved in helping the programme or project to run smoothly and identifying areas where improvements could be suggested to senior managers.

Unit E13 Plan, organise and evaluate the work of teams and individuals

This unit covers the actual work programmes and performance of staff, and deals with the fundamentals of supervision, including giving feedback which may be positive or negative. It includes the need to concentrate on developing oneself as well as those for whom one is responsible.

The Unit includes four elements:

Element E13.1

Contribute to planning work activities and methods to achieve objectives

This is about helping those involved in working directly with learners to use the right methods and materials by planning the approaches which are known to be appropriate and potentially successful.

Element E13.2

Organise work and assist in the evaluation of work

This is about the continuous monitoring of work with learners against the plans and objectives of the organisation and of the learners themselves; it includes helping staff to organise the work so as to give the best possible service within the constraints which apply.

Element E13.3

Provide feedback on work performance to teams and individuals

This is about face to face, and other, communication with staff so as to help them develop their professional competence; it includes disciplinary interviews.

Element E13.4

Develop oneself within the job

This is about taking responsibility for one's own development in the same way as learners are encouraged to do.

Knowledge and understanding requirements for Unit E12 and E13 are found after each Unit.

Element E12.1 – Plan the use of resources

Performance criteria

a. valid and relevant information is supplied to *appropriate personnel*

b. *significant trends and changes* are identified and suggestions for action made to *relevant personnel*

c. recommendations and plans indicate clearly the benefits which should be achieved

d. recommendations and plans are presented clearly and concisely and in an appropriate manner

e. feedback on plans is supplied in a suitable format and a constructive manner to the appropriate personnel

f. plans comply with policy and *other requirements*

g. plans take account of known factors likely to affect resource use

Range

This element should be demonstrated through planning, or supporting others in planning, a programme of work for adult learners in literacy, numeracy or ESOL work, to be used by teaching staff or work colleagues. This will be a working document to be used by tutors and learners, and will refer to a specified period of time. It will cover timetabling, support materials available and how to obtain these and details of documentation used to follow normal practices such as record keeping.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Resources may include:

- personnel
- information
- teaching and learning materials
- equipment/technology
- petty cash
- consumables (stationery, etc)
- timetables

Appropriate personnel include:

- class teachers
- volunteers
- workplace supervisors and mentors
- learners themselves
- support staff (e.g. caretakers, technicians)
- trainers and tutors from other specialisms

Trends and changes may include:

- numbers of students coming forward
- needs identified by students coming forward
- progression needs identified through the changed aspirations of existing learns
- needs identified through enquiries from, e.g. employers or TECs
- resource/funding/staffing changes

Changes are reported to *relevant personnel* who may include:

- department heads
- training officers
- TEC or LEA officers

Requirements with which plans should comply include:

- health and safety legislation
- employment legislation
- equal opportunities best practice and polices
- organisational procedures
- any industry specific legislation and regulations
- Codes of professional practice
- quality standards recommended by ALBSU
- LEA, college, TEC/LEC or government policy

Element E12.2 – Monitor and control the use of resources

Performance criteria

a. use of *resources* is in accordance with specifications

b. information on use of resources is correctly interpreted and supplied to the appropriate *personnel*

c. recommendations for improving the use of resources are *communicated* to the relevant personnel as appropriate

d. records of the use of resources are complete, accurate, and legible, and in accordance with organisational requirements

e. prompt corrective action is taken in response to actual or potential deviations from procedural and resource requirements

f. individual responsibility for the use of resources is communicated effectively to those for whom one has responsibility

g. systems and *procedures for monitoring* and maintaining resources are in accordance with *requirements*

Range

This element should be demonstrated through monitoring the smooth running of learning sessions within the organisation, and supporting and guiding any teaching or other staff involved. It also covers the well-being of learners, and dealing with any issues or problems that may arise. It also includes keeping stocks of consumable material at the required level, or activating re-ordering procedures.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Resources may be defined as:

- personnel
- learning material
- equipment/technology
- use of energy
- consumables

Personnel include:

- those for whom one has responsibility
- peers/colleagues
- senior staff/managers
- external contractors

Communication includes:

- oral (face to face, one to one)
- computer-based (e.g. E-mail) where appropriate
- practical demonstration
- training or team briefing sessions
- notice boards
- internal circulars

Procedures for monitoring:

- review with personnel
- quality control
- stock checks

Requirements which must always be implicit include:

- organisational procedures (e.g. access to equipment)
- health and safety legislation
- employment legislation
- equal opportunities best practice
- Codes of professional practice
- LEA, college, TEC/LEC or government policy

Knowledge and understanding requirements for Unit E12

Candidates need to demonstrate knowledge and understanding; workbased evidence may need to be supplemented with structured interviews and/or written project work. Where possible these should be related to the candidate's current work.

The area covered in Phase E is very broad, and can include a great deal of managerial theory. It is assumed that at this level such theoretical underpinning will be at the level of awareness rather than in-depth understanding.

Candidates will need to show understanding of:

- the demands on the basic skills curriculum resulting from the need to meet national standards (e.g. requirements of awarding bodies and NVQs) and local needs (e.g. those of employers, cultural and other groups, e.g. women returners) and the implementation of these into provision
- LEA, college, TEC or government policies which are relevant to the area of work, e.g. efforts to involve employers in basic skills support; specific initiatives for unemployed people; liaison with other agencies to raise sensitivity to basic skills issues
- Standards of quality of provision, and guidelines for evaluating the effectiveness of provision, as recommended, for example, by ALBSU
- how to make use of the expertise and knowledge of other professionals and organisations to encourage the aspirations of and promote progression opportunities for learners
- local economic factors which could affect the work, e.g. labour market predictions which could cause unemployment in the local area; changes in work practices which may increase the level of basic skills required by employers
- demographic factors, e.g. the arrival of refugees or others with language support needs; changes in age profile which may affect the scope of provision in education and training
- the design of information retrieval systems as they apply to the work, e.g. progress monitoring; collection of statistics; systems for collection of evidence
- the demands of syllabi and the competence of staff required to deliver a basic skills curriculum
- principles of timetabling and allocation of work.

Unit E13: Plan, organise and evaluate the work of teams and individuals

Element E13.1 – Contribute to planning work activities and methods to achieve objectives

Performance criteria

a. contributions to the setting and up-dating of work objectives are made in accordance with given areas of responsibility

b. plans of work methods and activities make cost effective use of available resources within the given constraints

c. *work methods and activities* are consistent with current management priorities and objectives, legal requirements, codes of practice, agreed personnel working conditions, and custom and practice

d. where legal requirements and organisational or developmental objectives appear to conflict, the problem is identified and advice is sought from the *appropriate personnel*

e. relevant views are sought in a way which encourages each individual to offer suggestions

f. agreed work methods and activities are designed to ensure that organisational objectives are achieved

Range

This element should be demonstrated through participation in curriculum and learning programme plans which will be used by the candidate and by those for whom she or he is responsible. Such plans will be the result of teamwork or policies developed by the organisation or the training function.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

All *plans* should take account of:

- health and safety legislation
- employment legislation
- equal opportunities best practice
- Codes of professional practice
- organisational procedures (e.g. access to equipment)
- quality standards recommended by ALBSU
- LEA, college, TEC or government policy

Work activities include:

- teaching learners in groups
- supporting learners at work
- supporting learners in groups
- adapting existing materials
- developing new materials
- facilitating progression for learners

Work methods include:

- teaching techniques based on good practice
- using materials

Personnel to be consulted and informed include:

- colleagues/peers
- those for whom one has responsibility
- senior staff/managers
- learners/students/trainees

Element E13.2 – Organise work and assist in the evaluation of work

Performance criteria

a. *work allocation* makes effective use of *resources* and is in accordance with work objectives, plans and other *requirements and constraints*

b. team and individual responsibilities, limits of authority, and standards of performance are clearly defined, communicated and recorded where necessary

c. personnel are encouraged to seek clarification of their allocated activities

d. the degree of guidance required is assessed and used to best effect in overall work allocation

e. the amount and detail of *information* provided is appropriate to the importance and scale of work allocated and evaluated

f. previously allocated *work is evaluated* against plans and objectives and is used to improve current practice, in accordance with given area of responsibility

g. individual and team performance is evaluated against quality and resource *requirements* within given area of responsibilty

h. results of evaluations are relayed to appropriate personnel

i. where work methods are inappropriate or organisational demands change, action is taken to minimise the impact on resources

Range

This element should be demonstrated through the actual processes of supporting staff, and by evaluating their work as well as helping them to evaluate their own work.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Work allocation may be for:

- teaching or training personnel for whom one has supervisory responsibility
- internal and external specialists
- support staff

Resources include:

- materials
- equipment/technology
- time
- information

Requirements and constraints include:

- health and safety legislation
- employment legislation
- equal opportunities best practice
- Codes of professional practice
- organisational procedures (e.g. access to equipment)
- standards of quality of provision recommended by, for example, ALBSU.
- LEA, college, TEC/LEC or government policy

Information provided may be:

- written
- verbal
- audio-visual
- computer-based
- statistical
- diagrams/illustrations/graphical representation

Work progress and outcomes may be evaluated by:

- sampling
- criteria referencing (e.g. progress in meeting national standards such as BSAI or targets set by the organisation or institution)
- accepted methodology/procedures
- accounting procedures (including learner/staff ratios)
- feedback from learners
- matching against historical data
- compliance with Quality Assurance standards (e.g. BS 5750; Investors in People; Approved Training Organisation status; ALBSU's Guidelines on Evaluating the Effectiveness of Basic Skills Provision)

Element E13.3 – Provide feedback on work performance to teams and individuals

Performance criteria

a. *feedback* given is appropriate to the individual and/or team

b. feedback is given at regular intervals and at a time and place conducive to its reception

c. *constructive suggestions* and encouragement for improving future performance are given

d. feedback recognises performance and achievement

e. details of any *action to be taken* and a time scale are accurately recorded

f. personnel are encouraged and assisted to make *suggestions* on how systems/procedures could be improved

g. opportunities for discussion are readily available

Range

This element should be demonstrated through the process of giving feedback to people for whom one has supervisory responsibility, about their work performance. This will be supportive of both the interests of learners and the effectiveness of the learning programme, and of the individual development of professionalism in staff.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Feedback may be given:

- at appraisal or review points
- as required to maintain motivation, morale and effectiveness
- to support learning and development
- verbally
- in writing
- in response to requests from colleagues and those for whom one has responsibility
- where possible, after the completion of an important task

Feedback may be given through coaching/counselling, and/or in the form of:

- praise
- constructive criticism
- information and advice
- warnings

Action to be taken may include:

- progress towards occupational standards, eg ALBSU Standards for Basic Skills Teachers; TDLB Standards for Trainers

Suggestions for improvements may include:

requests for:

- direct advice, counselling, or suggestions as to where this is available
- training and development, or suggestions as to where this can be found
- coaching/mentoring

comment on:

- need for increased or changed deployment of resources
- difficulties experienced with systems/personnel.

Element E13.4 – Develop oneself within the job

Performance criteria

a. current competence and areas for training and development are identified against *relevant competence models* and other criteria

b. objectives are achievable, realistic and challenging in terms of current and anticipated competence and up-dated at regular intervals

c. *personal objectives* includes areas for training and development which are required for effective team operation, where relevant to job role

d. amounts of time and resources are agreed and allocated to achieve set objectives within given constraints and the area of responsibility

e. *progress and performance are reviewed with appropriate personnel* at suitable intervals and results used as a basis for future development

f. responsibility is accepted for *achieving own training and development* objectives

g. feedback from others is compared with own assessment of performance and is used to enhance future performance

Range

This element should be demonstrated through a willingness to learn and develop skills through the experiences provided by the job. It implied a willingness to take responsiblity for one's own learning and development, which mirrors the fact that learners are being encouraged to build up the same kind of commitment and approach to independent learning.

Context

Typical contexts include adult, further and community education, work-related adult or youth training in TEC funded programmes or employers' premises.

The delivery of learning opportunities can cover literacy, numeracy or ESOL.

Explanations of italicised key terms used in the element and performance criteria

Competence models may include:

- occupational standards, eg ALBSU Standards for Basic Skills Teachers; TDLB Standards for Trainers
- personal competence models (e.g. Management Charger Initiative)
- team requirements
- job requirements

Personal training and development objectives include:

- short and long term term objectives
- professional objectives
- personal objectives
- review targets

Progress could be reviewed with:

- immediate line manager
- personnel/training specialist
- mentor/coach
- counsellor
- head of department/senior manager

Achievement of development objectives may be through:

- specifically designed work activities
- formal education/training
- job rotation
- mentoring/coaching
- open learning

Knowledge and understanding requirements for Unit E13

Candidates need to demonstrate knowledge and understanding; workbased evidence may need to be supplemented with structured interviews and/or written project work. Where possible these should be related to the candidate's current work.

The area covered in Phase E is very broad, and can include a great deal of managerial theory. It is assumed that at this level such theoretical underpinning will be at the level of awareness rather than in-depth understanding.

Candidates will need to show understanding of:

- appropriate and relevant theories and procedures on giving feedback to individuals and groups
- basic team role theory, e.g. different roles needed in a team; job tasks best suited to different roles in the education or training context; the need for leadership and the skills and techniques involved
- basic and relevant supervisory skills theory as it applies to supporting and monitoring staff, e.g. the need for motivation; the process of delegation; the need for accountability against known criteria such as learners' progress towards agreed objectives
- processes and systems for monitoring, e.g. learner and teacher records; evaluation processes; attendance records; staff student ratios, etc.
- policies and procedures involved in activities such as appraisal or team briefing
- personnel policies and procedures, e.g. knowledge of job descriptions; equal opportunities practice; health and safety; disciplinary procedures
- the requirements of syllabi and the competence required of staff to deliver a basic skills curriculum
- current issues related to education and training (e.g. education, employment and Home Office legislation; development of NVQs, etc) and their implications for the development and organisation of basic skills provision
- the range of situations and organisations where basic skills are required for achievement and advancement, and the requirements and constraints with regard to making provision
- how to establish and facilitate networks and routes for progression to further opportunities for learners.
- the training needs of staff and self and the training and development opportunities available.

Further copies available from:

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